OCTOBER 1930 ★ 25 CENTS

The PARENTS' MAGAZINE

Formerly called "CHILDREN, The Parents' Magazine"

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for Parents and Children
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What Is Adolescence?
By JOSEPHINE H. KENYON M.D.

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A Movie Guide
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The PARENTS' MAGAZINE

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October, 1930

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The Boy Next Door

Our son David likes to bring his school friends home to luncheon and we like to have them—when they are the right kind. Unfortunately most of those he has invited I could not ask a second time. Their manners were terrible, their language ungrammatical, their influence everything bad.

At last I ventured to suggest that he ask the boy next door, whom I had noticed from my window and who, for some unexplainable reason, seemed a different type from those our son had brought home.

"But," objected David, "he doesn't go to our school. I don't know him."

As the family were newcomers in the neighborhood, I suggested to my husband that we call, having the boy, rather than his parents, in my mind.

And so that very evening we did so. We found them charming people. They needed no urging to talk about him. He was called in to meet us and he did so without embarrassment, and, thoroughly at ease, joined in the conversation as if he were nineteen instead of nine years of age. As he talked I marveled at his familiarity with Leonardo da Vinci, whose picture of Mona Lisa hung on the wall.

"Isn't it odd," he naively remarked, "that da Vinci's women are almost always smiling?"

His apparent knowledge of botany and zoology shown by his casual remarks, his intimate acquaintance with Aristotle, Charlemagne and the Crusaders astonished me. What manner of child was this?

"Where does your boy go to school?" I blurted out, no longer able to contain my curiosity.

"He doesn't *go* to school," they replied, "the school *comes* to him," and then smiling at my evident incredulity, they explained.

"He is a 'Calvert' boy—taught at home by Calvert School in Baltimore, by its long-distance system of home instruction. He has been a 'Calvert' boy for four years. Let me show you how it is done."

We climbed the stairs to a little room set aside for study—a map of the world on the wall, a chair of correct height at a special desk—and a bookcase of Calvert books, brightly colored, fascinatingly illustrated, packed with so much interesting information that I wanted to

sit right down then and there and read through them all. And then the bound volumes of his own previous years' work—thick tomes with self-illustrated covers, compositions on bees, milkweed seeds, trees, sponges, clouds, railroads, polar explorations, famous sculpture, buildings—veritable magazines of fascinating stories of geography, science, history, art and life—all written by himself.

"Your boy has learned all this from Calvert!" I exclaimed.

"Yes, and much more that does not show on paper," the father replied.

I was envious and even jealous of what their son had acquired. By contrast—what our boy had learned was almost nothing. He could read—but not any too well—and he spelled abominably, figured inaccurately, wrote slovenly, knew 1492 in history and that was about all as the result of four years of school!

"But don't you find the lessons hard to give?" I asked, trying to find some objection.

"No, indeed," the mother answered. "I love them and they take no more time than you probably give your son now just hearing his lessons. They are a joy to teach, for they bring new interest into my life also, and I have learned almost as much as he has. Each year's work is definite and thorough, with tests and examinations."

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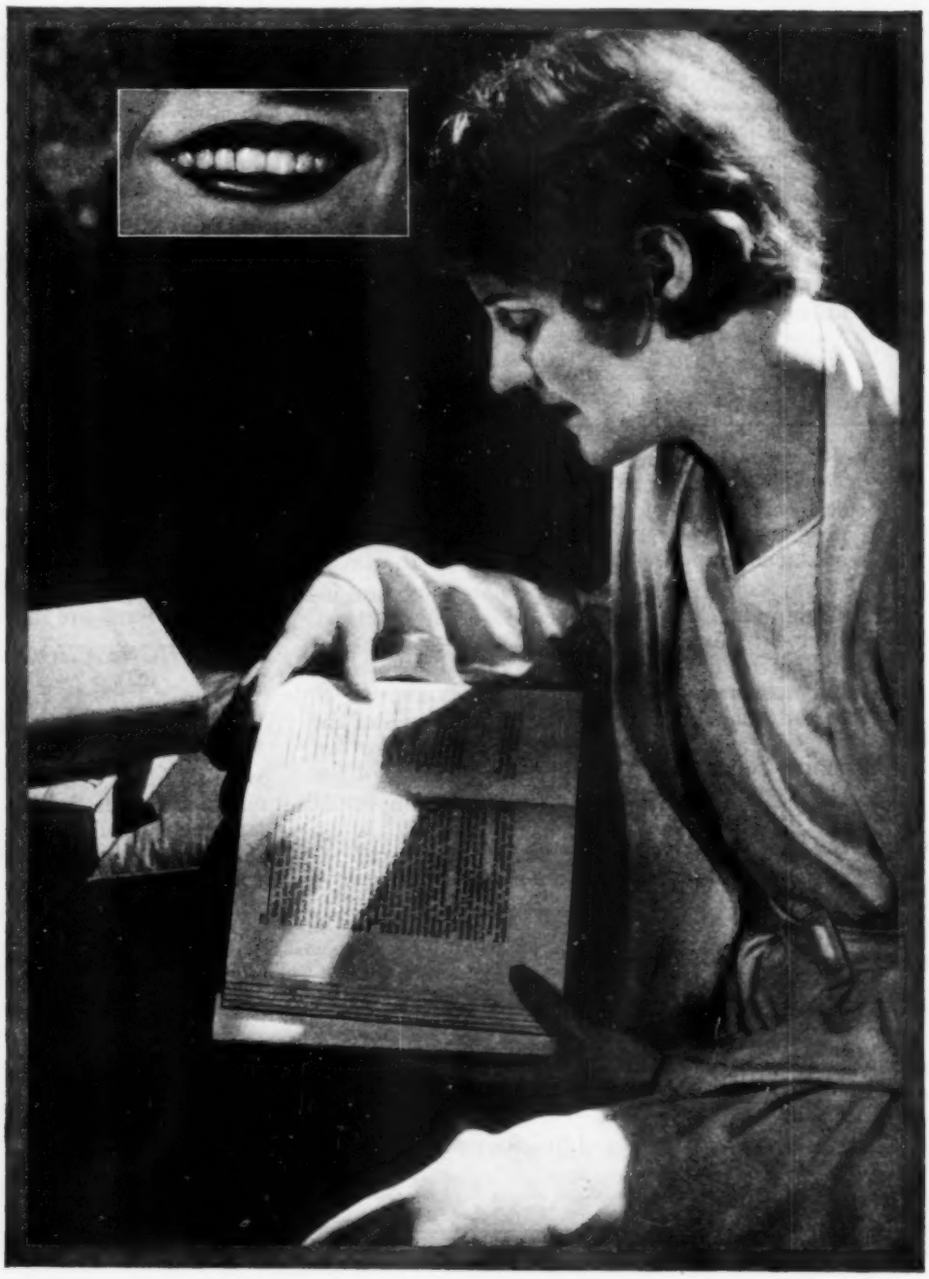

AN EDITORIAL MESSAGE

What to Expect of the WHITE HOUSE CONFERENCE

By GRACE ABBOTT
Chief, Children's Bureau, U. S. Dept. of Labor, Washington

THE results of two previous conferences and the list of committee members who are preparing for the meeting to be held in Washington the third week in November make it a not impossible task to say what the President may reasonably expect to accomplish by the White House Conference on Child Health and Protection.

The first child welfare conference under presidential auspices was called by President Roosevelt to meet in the famous East Room of the White House on January 25, 1909. Its keynote was expressed in the following words: "Home life is the highest and finest product of civilization. Children should not be deprived of it except for urgent and compelling reasons." Three years later, as a result of this conference, the Federal Children's Bureau was established.

During the war a second conference was called by the Children's Bureau as the culmination of nation-wide activities to prevent the lowering of child welfare standards in the United States during the war period. This 1919 conference was organized into five sections to discuss and adopt standards for: (1) the economic and social basis of child welfare, (2) child labor, (3) the health of children and mothers, (4) special care for children and (5) child welfare laws. These standards have served as measuring rods for ten years and greatly influenced state legislation and administrative practice in both public and private agencies.

WHAT then can we expect of the Conference of 1930? It was heartening to those who believe in the importance of safeguarding child life that President Hoover shortly after his inauguration announced that along with farm relief and law enforcement he considered the welfare of children a problem of major importance and assembled a planning committee to prepare for the conference. Since the first meeting more than a year ago, four major sections have been organized to deal with: (1) medical services for children, (2) public health administration, (3) education and training, and (4) the handicapped: prevention, maintenance, and protection. Each of these sections has created committees and subcommittees so that the total membership now includes approximately a thousand experts in every field and from every section of the country who are at work endeavoring to meet the President's request for an authoritative statement of the present status of children in the United States. They are attempting to determine the line to which the child welfare forces have advanced and decide on a factual basis what should be the forward movements of the next ten years. Their reports will be the subject of discussion at the conference.

Research into new fields has not been possible in a year's time, but some surveys have been made and all available library and laboratory material is being analyzed in an effort to assemble a true picture of what the scientists know, what the parents know and what the general public knows about children.

How far-reaching will be the effects of the 1930 conference will depend upon how widely its findings are understood and how carefully they are evaluated in all future programs dealing with the care of children. We cannot expect uniformity in any line of work conducted by the states any more than we can expect uniformity in individual families. But we can expect that both will reflect what is now known about children in what they do and plan to do for children.

"The future of the race marches forward on the feet of little children"—Phillips Brooks

H. Armstrong Roberts

CAPTAIN OF THE SCRUBS

GROWING UP

It is hard to realize how swiftly our children leave behind babyhood dependence. Parents should welcome every change that means growth

By E. C. CLINE

"GEORGE GREW UP before I knew it. It seems only yesterday that he was toddling around the house and now I can't understand what has come over him. He is disobedient, headstrong and opinionated. Children these days know more at sixteen than we knew at twenty."

All of these remarks heard so often on the lips of parents indicate that our children grow up faster than we realize. Their stage of maturity is ahead of our estimate of it; we tend to treat them as they *were* instead of treating them as they actually *are*, or as they are to be.

Why do parents do this? Is it merely general human incompetence or are there more specific causes? There seem to be several causes.

The first one is deeply rooted in our biological nature—a tendency to dominate. Such a tendency, like most of our inherited drives to action, is not clear-cut, and psychologists disagree as to its potency and as to its specific elements. There is no doubt, however, that the desire to dominate is present in differing degree in all of us and that successful domination gives us satisfaction. The domination of the young is necessary and easy. From the beginning we build up in ourselves and in the babies a mutually interacting, all-powerful, all-dependent living situation. Like all other situations to which we become habituated, such a relationship tends to persist long after the necessity for it is past and even after its existence is harmful to the normal development of the child's individual character. Often, only open and sometimes disastrous rebellion by the child breaks the restraining bond. Such unnecessary and harmful constraint persists not merely because it satisfies a native urge and because it becomes habitual—it is aided and abetted by the satisfaction likely to come to the child from the sense of ease and lack of responsibility the parental domination affords. The very children who will suffer most, therefore, from such restraint are the ones most likely to accept it and encourage it. Furthermore, in addition to the tendency to dominate, there seems to be a compensatory innate tendency to *subordinate oneself to another*—paradoxical as it may seem. Such a tendency, nurtured in the situation in which subordination is inevitable, adds its bit to establish and perpetuate the unequal relationship, and to delude both the parent and the child as to the necessity and significance of change.

Another innate influence is the composite of tendencies that seek satisfaction in caring for the helpless, in pitying, sympathizing with them, and so forth—the so-called "tender emotions." These tendencies find a normal and useful outlet in caring for small children. They may be purely altruistic urges, or they may be only variations of the domination tendency; our pleasure may come from seeing others helped by our efforts, or it may come from the inflation of our own selfish sense of importance and indispensability which we rationalize as altruistic. In any case, pleasure comes from the situation: helpless - baby - cared - for - by-parent; and the quality of pleasure depends on the degree of helplessness and on the apparent satisfaction of the child in the situation. It is obvious, then, that the growing independence of the child decreases the satisfyingness of the relationship for the parent, and that the parent will naturally want to maintain the *status quo*—at least, he will tend to delude himself as to change in the situation.

Still another set of native tendencies is the composite of urges that derive satisfaction from pride of ownership or pride in our creations. Children are pecularily *our* possessions; we often harbor a sense of fear that they may not be normal, and we cherish an anxious hope that they will be excellent. Such an emotional situation generates "wishful thinking" to an extraordinary degree. We translate every normal act into a sign of precocity; we are surprised whenever the child does anything new; we exaggerate every symptom of intelligence; this means that we come to underestimate his actual *ability* continually. From this state of mind come several pertinent results: in the first place, while such an attitude does not necessarily retard development, it certainly does not encourage it; second, we underestimate the speed of maturity.

In addition to these native tendencies that delude as we watch our children grow, there are other disturbing factors.

THE GRADUALNESS of change deceives the parent. An infrequent visitor in our home comments on the remarkable change in size since his last visit; we are inclined to discount his statement—the small day-by-day increments escape us. Our children actually do not seem to have changed much for several weeks or even months. There is another aspect of this change that fools us: the popular conception of the onset of adolescence and of its many concomitant elements is that promulgated by Hall years ago: that these changes appear with an obvious dramatic suddenness. We expect growing up to be a grossly noticeable change occurring in a short space of time. We wait for such a phenomenon to tell us when our child is grown and when he, as grown, demands different treatment. But it does not appear. The pioneer Hall was wrong; adolescence creeps upon us slowly and secretly. When something breaks loose under tension, we are inclined to think that Hall was right; the tension, however, was a long accumulation of unobserved change and misunderstanding that developed while the child was changing and our treatment of him was remaining unchanged.

Perhaps we should add one more factor for good measure: the very human tendency to resist change until we can not escape it. Attitudes that we have developed toward our children we tend to maintain through sheer laziness.

For all these reasons, we fail to note the slow day-by-day change in our children and do not make corresponding adjustments. Our children are grown-ups before we are ready to treat them as such. This is not necessarily a calamity. It is, to be sure, better when we are not taken unaware, but only extreme cases of blindness on the part of parents result in rebellion.

There is always a fruitful interplay of forces between the (*Turn to page* 94)

IF YOUR CHILD IS—

UNDER 5 YEARS, you will be particularly interested in the features beginning on pages 11, 13, 14, 16, 17, 19, 20, 22, 27, 29, 30, 31, 32, 38, 44, 50, 52, 61, 62, 70, and 96.

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AS CHILDREN GROW OLDER, they constantly present new problems. You will want to inform yourself in advance in order to meet them successfully. A single article may give you ideas which will have a lasting influence on the health, happiness and character of your children, or on your relationships with them.

DO MEN WANT

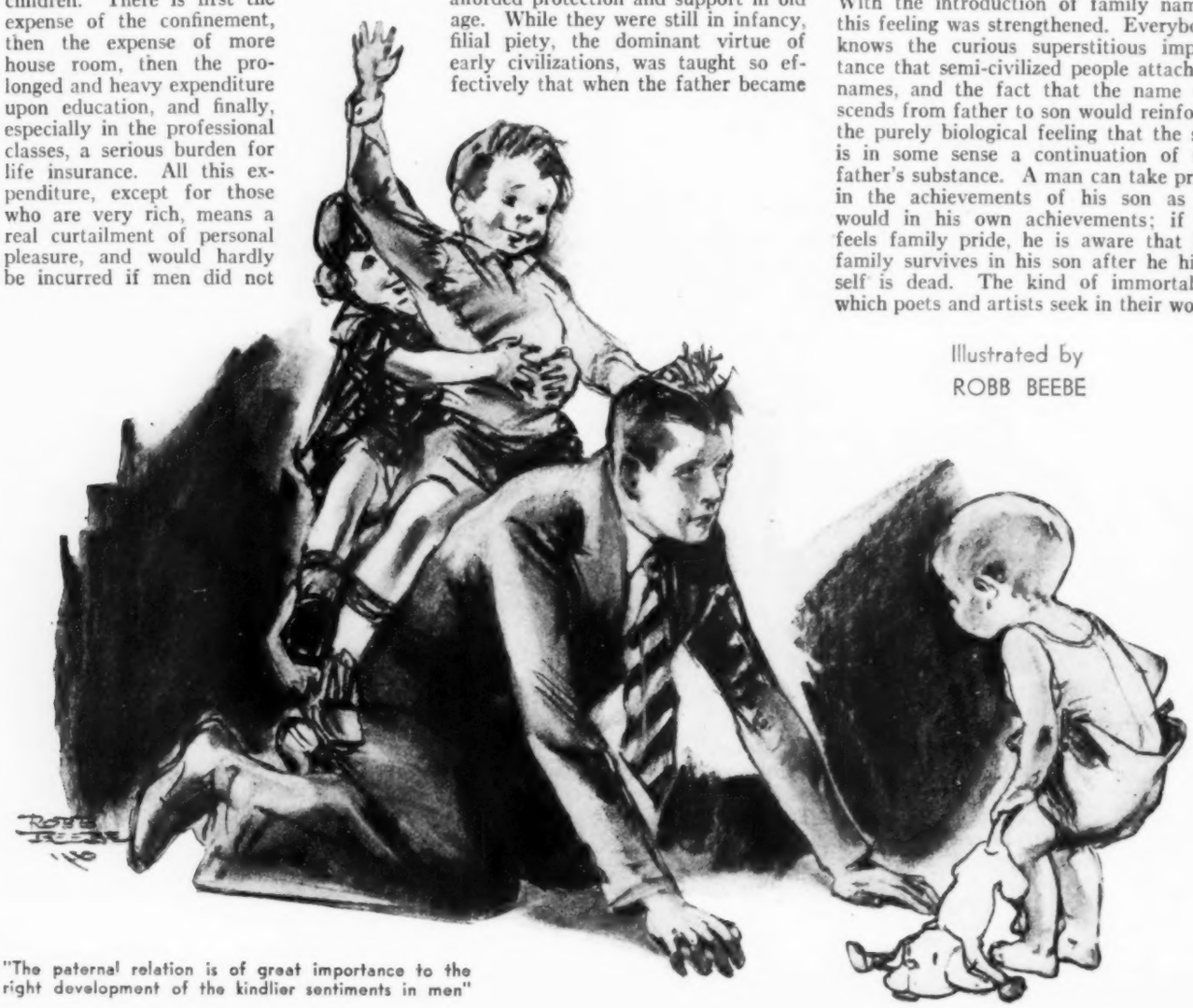
A bombshell from the famous British philosopher and mathematician. Floyd Dell, author of "Moon Calf" and "Love in the Machine Age," answers back next month

IN FORMER DAYS a question of this sort would never have been asked; it would have been taken for granted that children are a blessing, and are so felt by all except a few eccentrics. In the Old Testament every man desires a numerous posterity. The Greeks and Romans liked to have large families; the Chinese and Japanese have preserved this feeling down to our own day. It was still fairly universal in Europe in the 17th century. To this day the word "barren," as applied to women, has a derogatory sound, though if men were really anxious not to have children it would be used as a term of praise. Although the desire for children is indubitably less than in any former age, it is still very powerful if measured not by its psychological intensity but by its influence upon behavior. Consider the money that well-to-do men spend on acquiring and rearing children. There is first the expense of the confinement, then the expense of more house room, then the prolonged and heavy expenditure upon education, and finally, especially in the professional classes, a serious burden for life insurance. All this expenditure, except for those who are very rich, means a real curtailment of personal pleasure, and would hardly be incurred if men did not desire children. It must be admitted, however, that this desire is not so strong as in former days, and that not a few modern men are totally without it. The desire which men felt for children in the past had, it seems to me, three sources, of which one has disappeared almost completely, and the second to a considerable extent; the third, which remains, is strong in some men, but not in most. Let us consider these three fundamental motives in turn.

In more primitive communities than ours the first reason for desiring children was that they were a source of wealth and afforded protection and support in old age. While they were still in infancy, filial piety, the dominant virtue of early civilizations, was taught so effectively that when the father became decrepit his sons took care of him and honored him. Children in those days did not have to pay school fees; their food cost almost nothing to a man who possessed flocks and herds; and from the time that they were ten years old, if not sooner, they could perform useful work. When their father grew too feeble to defend his possessions against robbers, they were in the prime of manhood and acted as a bodyguard. In these circumstances every prudent patriarch secured a numerous progeny.

THE SECOND REASON for desiring offspring was that children seemed to afford something like an escape from death. As soon as patrilineal descent had been established, this motive acted more strongly upon men than upon women, because the family was regarded as the father's family rather than the mother's. With the introduction of family names, this feeling was strengthened. Everybody knows the curious superstitious importance that semi-civilized people attach to names, and the fact that the name descends from father to son would reinforce the purely biological feeling that the son is in some sense a continuation of the father's substance. A man can take pride in the achievements of his son as he would in his own achievements; if he feels family pride, he is aware that his family survives in his son after he himself is dead. The kind of immortality which poets and artists seek in their work,

Illustrated by
ROBB BEEBE



"The paternal relation is of great importance to the right development of the kindlier sentiments in men"

CHILDREN?

By BERTRAND RUSSELL
Author of "Marriage and Morals"

other men can seek through their sons. The influence of the family name upon our sentiments is, I think, much greater than is generally realized.

Most men prefer sons to daughters, in spite of the fact that their personal relation is likely to be pleasanter with daughters than with sons; this from a wish to have the name perpetuated, especially where distinguished families are concerned. Feminists who insist that a woman ought not to take a man's name on marriage would be taking a more important step toward sex equality if they would insist that daughters should take their mother's maiden name; if this were done, women would have a continuity of name through the female line as men now have through the male line.

BOTH MOTIVES for desiring sons that we have been considering have much less *raison d'etre* in modern society than they had at any earlier time. No man needs sons to protect him in his old age, since this duty is performed by the police; nor does he need sons to support him if he has any property. On the contrary, in the modern world, as soon as we rise above the wage-earning class, those who are too old to work are, on the whole, richer than those who are still capable of earning money. Thus this first motive for desiring children is destroyed as soon as there is security for life and property.

The second motive, namely, escape from death, is in part genuine and biological, and to that extent it can survive in any society where men can be reasonably sure of paternity. But this purely biological feeling is much less reinforced by social usages than it formerly was.

Family pride is, of course, stronger among aristocracies than elsewhere, and the decay of aristocracy has greatly diminished it. The greater mobility of populations has had the same effect. I have known in England villagers whose families had lived upon the same plot of ground ever since the time of Alfred the Great, or at any rate were believed to have done so, which for our purpose amounts to the same thing. Such families have a mentality closely akin to that of an aristocratic *gens*. But when a family has migrated from East Anglia to New England, from New England to Ohio, from Ohio to the Pacific Coast, it has ceased at each removal to be surrounded by neighbors who respected its antiquity and traditions, and has had to rely upon its own energy for whatever social consideration it could command. By the time it reached California it would be respected more for the possession of oil than of offspring. A vigorous young man in the modern world is hampered on the road to social success by the possession of young children, and at no stage are children of any assistance to him in this respect.

There remains, however, a third motive which operates with some men though not with others: I mean a desire for the society of children who in some sense belong to them. Important affections are, I believe—though I say this regretfully—impossible without some element of possession. Marriage is tending to involve less and less mutual possession, and is simultaneously becoming more trivial. This is especially the case where divorce is easy and frequent. It is not the intensity of an affection that makes it socially important, but its persistence through long periods and its connection with the social structure.

"The possession of children is hampering to the vigorous young man on the road to social success"

TO MANY MODERN MEN their relation with their children is the only one that they feel to be stable, and of sufficient importance to override unquestioningly the varying moods of passing moments. They desire to feel protective towards somebody and they are no longer permitted to have this feeling towards their wives. These motives, combined with what remains of the biological escape from death, suffice in a certain percentage of men to produce a parental sentiment strong enough to overcome all the obstacles which modern society places in the way of its realization.

Even this third motive, however, is greatly weakened wherever divorce is frequent, since in the event of divorce the children usually go with the mother, and the father loses possession. Affection without possession is so painful that, when possession has been lost, self-preservation demands a great diminution of affection.

The conclusion to which these reflections lead me is a somewhat gloomy one. I think that the paternal relation is of great importance to the right development of the sense of responsibility in men, and of the kindlier sentiments generally, but economic and social causes are interfering more and more with the adequate development of paternal feeling. I do not see any way of preventing this, nor consequently of preventing men from becoming more trivial, frivolous, and individualistic than they have been in the past.

The paternal sentiment was founded in its origin upon the subjection of women, and is perhaps incapable of long surviving their emancipation.

HERE'S HEALTH

By GEORGE H. PRESTON, M.D.
State Commissioner of Mental Hygiene, Maryland

Don't be a symptom hunter. Talk health and teach your children to enjoy it

The normal child makes friends easily and is ready to join in every game. The irritable, quarrelsome youngster is frequently much below par in health

Ruth Alexander Nichols

MOST OF US KNOW some folks who enjoy poor health. They are people who never learned to meet the world squarely, to go on in spite of small aches and pains, to make the best of a bad situation with a smile. Usually it is not their fault. Careful histories show that these people began dodging trouble when they were quite young, getting out of tight places by being sick, blaming their failures on ill health, and being encouraged in this by kind-hearted, oversolicitous friends and parents. The most tragic part of their situation is that it has been produced by the very best intentions of those people who loved them best. They may not have been "loved to death" but they have at least been loved into half living. Anyone who works with children will see such people being created day by day, not by careless, negligent, ignorant parents, but by well informed, interested, attentive, over-loving fathers and mothers. Love is as essential to a child as sunshine; without it he will not develop properly, but even sunshine must be administered with common sense. Sunstroke is occasionally a fatal malady.

No one would question in the least the value of the interest that has recently been developed in child health and child welfare. We have been taught to keep the baby's things spotlessly, surgically clean. By doing that we have kept more babies alive and have made them happier, healthier and finer. No one would go back to the days when every baby was ill every summer, when "cholera infantum" represented an unaided act of Providence rather than a careless mother or an untidy nurse. This general interest in cleanliness and diet has saved many lives and yet in a curious, round-about way it may save some lives only to make them miserable. The following story, which fortunately has a happy ending, shows how such things may come about.

TEN-YEAR-OLD DAVID was the extremely talented only son of intelligent and loving parents. Both David's father and mother had had a rather hard time as children. They knew what it meant to meet the difficulties of the world alone and without help. They had met their world and had conquered it, but the fight had not been any too easy and they both agreed that their son should be given the best of care, should eat and sleep and grow to be a healthy boy and should never know the trials which they had faced. Difficulty arose, however, because they overplayed their part. They loved their boy too well. At ten years of age David was very careful about dirt. He would insist on washing his hands as soon as he came home from school. He would blow the dust out of his glass before he filled it with milk, though there was no dust there. He wiped his plate off before he would let any one help him to lunch. One day his father and mother went down town and decided that they would stop in a

cafeteria for dinner, but David said he did not like to eat in places like that and would rather miss his dinner and wait outside in the car.

In addition to his peculiarities in regard to food David was timid, did not get on well with boys of his own age, was a bit of a baby and depended on his father and mother to help him with his lessons, though he was quite able to do them alone. Fortunately for him, by the time he was ten, his father and mother recognized that they were giving the boy overdoses of love. By gradually changing their methods, by deliberately planning to increase his independence and by teaching him to stand on his own feet they have, after a year of patient effort, made David quite a normal boy. It is easy to picture the sort of adult David would have become if his condition had gone unrecognized.

ELIZABETH PRESENTS another picture. Her mother is a characteristically "nervous" woman, brought up in luxury, waited upon and watched throughout her girlhood and utterly unprepared to meet the realities of a husband and three children. When her husband, or her children, or the marketing, or finances get too much for her she has a headache. She is always tired and usually half sick. She has learned to meet the world with ill health because she has never had the training or the ability to meet it any other way. Her nervousness is not a pose; it is part of her. She could no more live now without her nervousness than she could live without her heart. Without her nervousness she would be an incompetent, lazy and rather stupid woman. With it she is a more or less interesting invalid for whom people are sorry and whom they help in every possible way. What concerns us is what Elizabeth's mother is doing to Elizabeth. She is a rather sickly little girl, pale and under weight, worried, restless and old looking for her age. The most careful physical examination does not show the slightest disease or defect. Intellectually Elizabeth is normal but not brilliant. She will have to work hard for what she gets and will need her full powers to keep up with her group. When you talk to her you find out that Elizabeth thinks she is nervous and complains (*Turn to page* 72)

INFORMATION TESTS
To Try on Your Children

By WALTER B. PITKIN
Professor, Columbia School of Journalism
and author of "The Psychology of Achievement"

HOW MUCH general information does your child have stored up in his active young head? Does Mary Ann, in the seventh grade, think that New York is the capital of the United States? Or is John, now a promising high school senior, fully convinced (as were many college freshmen recently) that Galli Curci discovered radium? Here are some tests that will give you an indication of the scope and accuracy of your child's fund of general information. They do not pretend to be comprehensive. And some of the questions are deliberately made more difficult than the ordinary child of the given age could be expected to answer. In this way the parent is able to discover whether his child is above the average in knowledge of facts which come within the scope of his age group. Probably no child can answer all of the questions that will be given in this series. The tests should be scored on the basis of ten points for every question correctly answered. A score of 70% may be regarded as good. And a score of 90% is remarkably high. Who can score 100%? The answers to all questions are given on page 79.

TEST I
For children 5 to 7

(1) With what do we take pictures—an automobile, a camera, or a mirror?

(2) What does a horse do—fly, hop, trot, or crawl?

(3) Which is bigger—a cow or a dog?

(4) Is it cold or hot in winter?

(5) On what street do you live?

(6) If your mother wanted a loaf of bread, to what kind of store would she go?

(7) Do cats have whiskers?

(8) What color is milk?

(9) When we eat, is it better to take big bites or little bites?

(10) What do we swim in—sand, water, air or clouds?

TEST II
For children 8 to 10

(1) Who is Colonel Lindbergh?

(2) Are Amos 'n' Andy street car conductors, movie stars, radio entertainers or government officials?

(3) What day comes just before Wednesday?

(4) At what time of day is it usually hottest?

(5) Do oranges grow on shrubs, bushes, trees, or vines?

(6) With what do we eat cereal—a fork, a knife, a spoon, or our hands?

(7) Do we lock up criminals to protect other people, to get even with the criminals, or to make them do hard work?

(8) Which moves the fastest—a streetcar, an automobile, or an airplane?

(9) Do cows give milk, cheese, cream or butter?

(10) Is snow gray, green, white, or blue?

TEST III
For children 11 to 14

(1) In how many hours does the earth make one complete rotation?

(2) Which of the following men was the first President of the United States: Woodrow Wilson; Benjamin Franklin; Herbert Hoover; George Washington; Abraham Lincoln?

(3) Which of the following sentences is wrong? (1) I saw him today. (2) I went to a picture show. (3) I seen the biggest whale in captivity. (4) I want to go swimming.

(4) When we breathe, do we take in air through the stomach, the heart, the lungs, or the kidneys?

(5) Which of the following characters appears in "Robinson Crusoe"? Little Lord Fauntleroy; Scrooge; Friday; Captain Silver; Tom Sawyer.

(6) Is Eiffel Tower in England, France, or Germany?

(7) What game does Bobby Jones play so well that it has made him famous?

(8) Is the flute used in fishing, farming, music or baseball?

(9) If you knew that a man could dig one ditch in three hours, and you wanted to know how many he could dig in twenty-seven hours, would you add, subtract, multiply or divide?

(10) Which of the following states is biggest: California, New York, Texas, Missouri or Louisiana?

TEST IV
For children 15 to 18

(1) What is the most important court in the United States?

(2) In what great literary work did Ichabod Crane appear?

(3) What great scientist conceived of a theory to explain the development of man?

(4) Is business in general more prosperous this year than it was last?

(5) In what country is The Hague located?

(6) What famous document declares that the Western Hemisphere is reserved as the sphere of influence of the United States?

(7) What government official advises the President of the United States in the conduct of our foreign affairs?

(8) Where did Napoleon suffer his worst defeat?

(9) What term is given a rectangle whose sides are equal?

(10) Who is the Vice-President of the U. S. A.?

For correct answers see page 79

What is ADOLESCENCE?

An outstanding authority explains the important needs and changes of this age

By JOSEPHINE H. KENYON, M.D.
Associate Professor in Health Education, Teachers College, Columbia University

ADOLESCENCE IS the process of growing up to maturity. There are three phases of this process—the physical, mental and emotional. These do not always develop simultaneously. The result is a many-sided picture; a physically maturing body with a childish irresponsibility; or an extraordinarily mature mind and immature body with an emotional development somewhere in between the two. No two people mature at the same time or at the same rate. Even among members of the same family we find very great differences, although the environment has been approximately the same for each one.

Preadolescence may be said to begin with the first signs of the secondary sex characteristics. In girls this will be the development of the breasts, the rounding contour of the hips, the starting of axillary hair. These changes may be noted at from eight to ten years old with menstruation beginning at any time from thirteen to fourteen years in our latitude.

In boys preadolescence is heralded by a rapid growth process, which usually continues even through college. The hands and feet seem unduly large, there is a clumsy age, and the voice changes. From twelve or thirteen years on these and other sign posts can be noted. Actually, puberty is usually later in boys than in girls regardless of climate or race. The differences in size and development often make for amusing and sometimes trying social problems, particularly at dancing school, when younger girls tower above older boys and incipient young ladies refer to an old playmate with whom they once romped gaily, as "*that* little boy!"

PRIMARY SEX characteristics are those which have to do fundamentally with the production of the young of the species and the maturity of the sex glands. When this attainment is reached there is a physical maturity even though emotionally the individual may still be a child. From this time on the girl and the boy are not only potential but possible fathers and mothers.

A calm adolescence may be thought of as a striking example of a balance of the glands of internal secretion when the wheels run smoothly. It is known that other than the sex glands or gonads influence this process. It is known that the pituitary, adrenal, thyroid and the ovaries and testes play their part in the picture. When these glands do not balance, we find delayed puberty, too free or too scant and sometimes painful menstruation, or a long continued stage, for the boy, with characteristics undifferentiated from his sister, etc. We may find an overaction of the thyroid for example, with rapid growth in height, underweight, rapid pulse and a high basal metabolism, or an underfunction of the anterior-pituitary with girdle weight and fat pads over breasts and possible headaches.

Underfunctioning of a gland usually means a slowing down; overfunctioning, a speeding up, not necessarily of the mental side of an individual but with considerable effect upon the emotions; not necessarily upon achievement, but in power to handle and control oneself. Periodic health examination, preferably at six month intervals, by physicians interested in all this will serve to call attention to the rate of growth and to the development of the signs of adolescence and if necessary, tests can be made of the glands of internal secretion. In this respect forewarned is forearmed.

When a child of ten or twelve begins to grow tall, there should soon be a proportionate gain in weight if all is to be well. It is safe to say that no child should be more or less than 10 per cent of the average weight for his height and age at any given time. Physicians believe that this matter of the proper weight for a child's build should be of concern all through adolescence rather than that there should be at any one time an expenditure of great effort either to reduce or gain. There may be a period of slow growth just before a spurt. In girls, this may be accompanied by a beginning quick gain in weight, a craving for sweets and an excessive appetite. This is the time for a parent to order a wise distribution of attractive foods low in carbohydrates, with wise protein and fat content of high vitamin value, skimmed milk, green vegetables and fruits and a curbing tendency to ice cream sodas between meals before there is real overweight established.

NO CHILD, nowadays, need grow "like Topsy!" Parents cannot yet determine at will whether their children shall be of the lean, thin type or the stocky with tendency to overweight type, but they can watch what age, food, rest and exercise do to the child once his type is recognized and they can guide nature.

Protect your boy or girl so far as possible from any undue strain involving the use of the finer muscles during adolescence. This means that if violin lessons and practice are to be included in the day's régime the hard beginning is made some time around seven or eight years old. This would apply also to specialized work in the arts and various handicrafts. Strain shows itself in many ways. Various habits may develop during the years leading up to adolescence, such as biting the finger nails, fussing with the hair, hitching up a shoulder, batting the eyelids and hitting out indiscriminately at people either with tongue or fist. Restlessness at night, over-activity during the day and fatigue or temper explosions also may be present. All of these may be the result of strain. The wise parent will discover the cause of the tension and try to alleviate it.

Frequently, when (*Turn to page* 64)

GOOD-BYE TO BIRDS

By

FRANCES M. FROST

Only a girl
Perched like a bird
In a windy tree
Can hear what I heard
Of small wings beating
A passage south.
Only a girl
With a whistling mouth
Can say good-bye
To small wings going
Down the world
With a dawn-wind blowing!

The Home LIBRARY

This article won the first prize in the Home Library Contest sponsored by the General Federation of Women's Clubs and the National Association of Book Publishers

By ZOA G. HAWLEY

The children as well as father and mother have bought, saved for and built this excellent library which fills one entire living-room wall

OUR FIFTEEN HUNDRED volume home library is the result of twenty years of building and one of its chief charms for us is that it's never going to be a finished product. We are always going to buy books and always going to build shelves to house them.

That sounds as though "The Higher Life" part of our budget represents a goodly sum. It doesn't. In fact it's negligible, so we have never gone in for first editions or rare bindings, but we have bought books.

Years ago we knew we wanted books near at hand, books to refer to, books to take down and peek at while waiting for —oh! all the things one does wait for in life—books to take to bed, books to loan, so we have gone into the highways and byways with a penny in our pockets la-de-da, and we have come home accompanied by friends.

It's wise to build a library on a sound foundation. The rest of the structure can be as original and individualistic as one's tastes may dictate or one's interests demand. Rock bottom is made for a simple home library with a standard encyclopedia, authentic world histories, a complete Shakespeare (we prefer Hudson's notes), a Bible, Bullfinch's Mythology, Roget's Thesaurus, a book of familiar quotations, an up-to-date dictionary and an up-to-the-minute atlas.

It's important that anyone who plans to build a library acquaint himself with the standardized edition of any books he may plan to buy. The very best guide and friend you can have for this purpose is a bookseller. He always has advance information and can often save you a tidy sum on a coveted edition, by knowing that a cheaper one will soon be out that will fulfill your needs. He always enjoys talking books and his interest in the upbuilding of your library will be of great value in keeping you in touch with the book market. He finds bargains for you, too.

Sometimes a message like this comes from him over the telephone—"You remember the Washington Irving you looked at last Christmas? Two of the volumes are scratched and I have just reduced it."

Another helpful friend is the librarian in the public library. Correspondence with book shops in large cities will elicit valuable information toward right book buying. It's a terrible disappointment to find too late that you have loaded your shelves with histories that read well but are not authentic, that you have bought a poor translation, or that the notes in your Dante are not accurate.

THE photograph shows you the bulk of our library, protected by the old print of our patron saint, "Mr. Chaucer," a solemn gentleman in a brown smock and the early English version of a beret. The open, movable shelves run straight away to the ceiling. They are well lighted by day and night and even the top rows are easily reached with the aid of a set of gaily painted steps. Below the cases are generous cupboards for unbound magazines, filed for easy reference.

A smaller bookcase at the end of the room, a four-shelved revolving bookcase, and an ugly old card index file with ten drawers hidden behind a screen and known as "The Maw," complete the library arrangements.

TO the right of the mahogany secretary that houses a colorful collection of teapots we have put the "sets." Jane Austin, Balzac, Smollett, Poe, Stevenson, Plutarch's Lives, the Outward Bound Kipling, Thackeray, Carlyle, Trollope, Emerson, Eliot and many of their ilk are there in neat rows.

On the other side of the desk are the odd volumes, grouped largely according to subject matter. The poets in old and new bindings, with, of course, an Oxford Book of Verse and a few university anthologies are close to the books, as are essays dealing with the literatures of the various countries. Lives, biographies, autobiographies are together. We like them and lead vicarious lives of greatness in them.

Up-to-date Blue Guides and old red Baedekers are near with many, many books of travel. We have never pitched out our old Baedekers, in fact, we have occasionally bought others for two bits. There's a lot of accurate information in these ancient (*Turn to page* 77)

SETTING-UP EXERCISES

Here are muscle strengthening exercises for the baby based

WHEN SHOULD the child begin to take exercises? There is only one answer: the day he is born. From that day on he practices his own exercises if left free to do them.

Watch him on his very first day. When he is getting his bath he will stretch, cry, kick and roll. He is getting all the kinks out of his arms and legs and filling his lungs with much-needed air.

Several times daily from now on the baby should be placed on a padded table and allowed to do his exercises. A record kept of them will amaze you. His kicks become harder; his stretches more energetic and longer. His fists are made into tight little balls; his arms push in various directions with muscles contracted; then they are brought back completely relaxed. His abdominal wall is contracted and his chest elevated every time he starts a new exercise. When he is turned over he will start another group of exercises, contracting and relaxing his muscles in the same manner as when lying on his back.

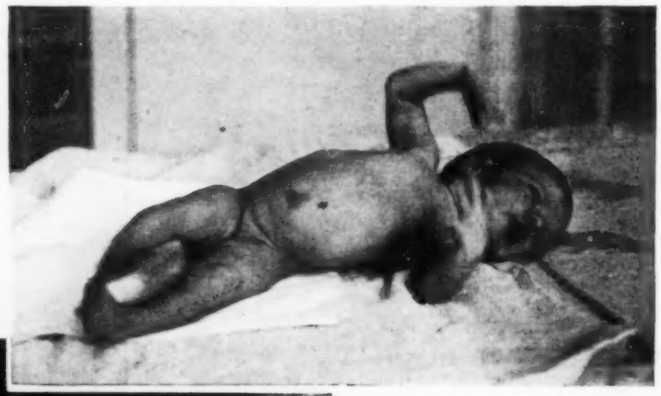
Place your hands under the baby's arms, fingers forward; hold him in an upright position with the entire soles of the feet resting on the table, your hands bearing the weight of his body. He will immediately start to walk, taking perfect steps.

The writer has tried this experiment with babies a week old and has yet failed to find one who will not start to walk. Of course, one should be very careful not to allow any of the weight of the body to rest upon the feet. There should be just enough pressure on the foot to allow him to place it on the table. Then control his weight with your hands so that he may have freedom to lift the other foot, bring it forward and place it on the table. Even the tiniest babies enjoy this little stunt. It is surprising to see how they will make an effort to walk.

As soon as the muscles of the spine and neck are strong enough the baby will try to sit up. He should not be assisted to the sitting position until these muscles have become strong enough for him to bring his head up with the rest of the body. When he can do this, the mother should allow him to grip her fingers and assist him to sit up. If the head should drop backwards, she must stop at once and wait until he is stronger.

If you will keep a pad and pencil and jot down the baby's exercises from the first day, you will be very much surprised at the number he is doing. He will not do the entire group every day. By the end of the first month you will discover that his daily routine varies; some days he will leave out exercises, other days he will add new ones. But in whatever he does you will notice a remarkable increase in the strength of the exercises performed.

If the mother will take one of his legs and start it on an exercise which he has previously performed, he will begin it at once and continue it for several counts. In this manner the mother can help her child to repeat various exercises. As he grows stronger she should begin a slight resistance to his exercises. Just as soon as his body is normally tired he will start to cry and perhaps stiffen himself so that further exercise is impossible. The wise mother will heed these indications that the baby has had enough.



The day a baby is born he begins to practice his setting-up exercises. At three weeks of age this infant has already worked up a varied repertoire

Day by day the baby's kicks become harder, his stretches longer and more energetic

Nobody taught this young fellow to swing his toes around to where he could grab them. He just made up this little stunt all by himself

Proper exercises are the normal developers of strong, sturdy physical bodies. Proper exercises are those which develop the muscles in their natural contractions and relaxations along the line of their attachment to the bony frame.

Every movement that the new-born baby makes is a normal exercise. If the child is properly clothed when lying in his crib, his movements will be normal and he will exercise his muscles to their greatest capacity during his waking hours.

One of the most disastrous mistakes is binding our babies down in tight clothing and coverings, thus hampering the intuitive use of their muscles. Little shirts pinned tightly to the top of the diaper bend the supple backs forward, flattening the chests and compressing the rib cage. Stockings too short are pulled up tensely and fastened to the bottom of the diaper. If the baby cannot stretch his legs or kick them out to their full length, he has no alternative but to lie on his back cramped, unhappy, restless and fretting. Just why some mothers hamper their babies in this way it is difficult to say.

Recently the writer visited a number of day nurseries and institutions for small babies. She found, with but few exceptions, that the clothing and coverings were too warm and that they were fastened too firmly. The rooms were warm enough to permit of no clothing

for the BABY

By ZELLA VAN ORNUM GLIMM
Author of "Relax and Grow"

on movements children make instinctively from birth

at all except a diaper, a light-weight shirt, or the popular sun-suit.

It is important to have the proper crib for the baby. It is amazing, after all that has been said and written on the subject of beds, that we still find children sleeping on mattresses and springs that are like hammocks. It is impossible for them to have the proper use of their muscles on such beds. All cribs and beds should have a firm, well-padded mattress, placed upon springs that will not sag with the weight of the child's body.

The writer asked the matron of a day nursery what exercises the children were doing. The reply was: "We let them do their own exercises." This is quite right, but how can the baby do his own exercises properly if bound down in tightly fitted clothing on a sagging bed?

A conscientious record of the new exercises the baby does each day will show astounding variety in a few months' time

This amateur athlete seems to be working on his punch with a possible eye to championship opportunities later in life

As soon as the baby is able to sit alone he begins an entirely new group of exercises. He will bend over, reaching for his toes or some toy which has been placed near him. He will reach for objects held in front of him or over his head. When he is tired he will drop back, relax and rest. Frequently, after such a rest, he will start in to do all the exercises which he has done previously to the sitting-up period. When his sitting-up muscles have become thoroughly strong, he will begin to make attempts to roll over and crawl.

CRAWLING IS ONE of the most important periods in the physical development of the child; and he should be encouraged in his crawling efforts.

The writer recently interviewed a father who said his child had never been allowed to crawl. The mother felt that crawling was not good for him. She placed him in a "jumper," which was a canvas basket suspended on a spring from the ceiling. Places were made in the canvas for his feet which allowed them to rest on the floor with the knees bent. He would place the weight of his body on his feet until the knees were straight, the spring causing the basket to follow his body upward. The consequent straightenings and bendings of his legs caused the baby to perform a jumping exercise. This "jumper" was used until the baby was eighteen months old. The mother was very much surprised to find the baby made no attempt to walk when taken from the "jumper," but continued a series of jumps. When he jumped forward he would fall. Had the mother allowed the child to go through his normal period of crawling, he would have been walking long before he was eighteen months old. Apparatus of any kind which keeps the child amused and contented but deprives him of his natural physical development is wrong and should never be used. A padded pen of the long, narrow type which allows the child a good crawl is a much more sensible piece of equipment.

JUST AS SOON as the muscles are ready to bear the weight of the child's body in standing, he will pull himself up on the side of the pen. As the muscles grow stronger he will walk along the side of the pen, holding to the railing. Every home, day nursery and institution caring for these young children should be provided with a long crawling pen. It should never be out of use. When it has served its crawling purpose, baby can take his strolls back and forth in it. Objects which are attractive to him should be tied at the ends of the pen. He will go from one end to the other when crawling and walking to investigate these various toys. Later on, when his muscles are stronger, he will get great joy running after a ball rolled across his pen. If this simple plan is carried out, following the daily exercises, baby's muscles will become strong and will hold him properly when he is walking. (*Turn to page* 93)

When baby begins to look bored with exercising on his back, turn him over

Lying prone, the child will start another group of exercises, contracting and relaxing his muscles vigorously

DISCIPLINE for PARENTS

Here's an article with a new point of view that may change your whole attitude

By WILLIAM E. BLATZ, M.B., Ph.D.
and
HELEN BOTT, M.A.

of the St. George's School for Child Study, University of Toronto. Joint authors of a forthcoming book, "The Management of Young Children"

"HOW SHALL I GET my child to obey?" is the question that almost every mother brings with her to the first meeting of a child study group. It is interesting to speculate on the reasons for this insistence. In part, it is, no doubt, a legacy from an earlier generation of parents when "instant obedience" was one of the maxims of child training, and when the readiness and completeness of the child's conformity was the acid test of the effectiveness of parental discipline. Parents still feel, whether or not they know it, that if they can make their children obey in this sense they are doing the right thing for them. They may also take pleasure themselves in the consciousness of power that they derive through being able to control the child's actions. Such ability to regulate the behavior of others almost invariably augments the self-assertive aspects of one's personality.

Yet what seems the obvious first step to the parent may be the very thing which a leader with somewhat broader experience in child study will properly regard as a debatable point. There is here a pedagogical problem—how to get the issues clear before members commit themselves too deeply. The leader will wish the members of her group to get an extended view of the ways in which the child develops and of the motivating forces which underlie his behavior before they attempt to deal with a crucial social relation such as is involved in the question of obedience. "But we must have obedience," cries a distracted mother and the leader is then on the horns of a dilemma. To answer this question directly is as betraying as the old catch, "Did you beat your grandmother on Saturday?" If she answers this mother "No," the leader will seem to be encouraging anarchy in a family evidently already in a state of simmering revolt. On the other hand, the answer "Yes" would sanction a state of affairs in which the parent is trying to exercise authority against which the children are in perfectly healthy rebellion. How to change this mother's attitude to problems of discipline rather than to give a categorical answer is here the issue, but this must inevitably be a long, slow process of re-education in which comparatively little might be said actually on the subject of obedience.

Whenever obedience is emphasized in the thinking of the parent, it is evident that some outworn conception is still active. Where constraint is the means of authority, obedience will always be the virtue par excellence in the child. Where authority rests on leadership, that is, on the ability of the adult to initiate the child into desirable phases of experience, it will then become meaningless to talk about obedience.

"How shall I make my child obey?" is the first question of the parent who is approaching child training from the wrong angle

IT HAS BEEN our experience that in the degree to which parents and teachers can be turned from seeking compliance by the child to seeking instead the positive fostering of desirable activity on his part—to that extent we hear less and less about obedience. The person in control is now concerned with securing conformity to something that she had laid down, but rather with devising means for stimulating the child's own activity, a quite different problem. Thus obedience falls into the background, not because one has resigned oneself to having disobedient children but because a shift in the emphasis to other forms of control has made the "command-obey" formula for behavior inappropriate. Thus if a child is keenly interested in some activity such as with blocks, in carpentering, in painting, etc., obedience is irrelevant to that situation. He himself wants to do the thing which we want him to do.

Our first objection, therefore, to obedience as a *sine qua non* of child management is that with increasing understanding of the child's fundamental motives and with increasing skill on the part of the parent in satisfying these motives in ways which are socially acceptable and which best minister to the child's development, the concepts of obedience and disobedience become largely unsuitable.

A second objection to emphasis on obedience rests on the qualities in the child which make for conformity in social behavior. Thom's chapter on Obedience in "Everyday Problems of the Everyday Child" is an admirable analysis of obedience from this angle. He points out that the characteristics favorable to obedience are imitation, love of approbation and plasticity or suggestibility—all passive negative traits. On the other hand, the qualities antagonistic to obedience are persistence, curiosity and initiative, these being active, positive traits. Parents while recognizing and making use of compliance as a virtue in their children are often curiously blind to the larger implications of this passive trait. For example, a father and mother became concerned over the docility with which their child of twelve accepted the judgments and standards of another girl to whom she was deeply attached. They were alternately amused and annoyed at their daughter's lack of independence. But actually they had long been capitalizing this readiness to comply with the wishes of others; they had always com-

and CHILDREN

Illustrated by
K. ALEXANDER

toward bringing up children

mented with approval on this child in their individual relations with her on the ground that she was "so easy to manage." It took some time for them to perceive that resistance to management might be a healthier sign.

Are there then no occasions when the parents must decide and the child accept the decision? Undoubtedly, yes. But when the parent's thinking is orientated towards a constructive plan, looking toward the child's whole development rather than merely towards getting the child to submit to this or that which the parent wishes, occasions which call for emphasis on the command-obey aspect of the situation will be relatively few and insignificant. Such instances as need occur will fall into place as temporary obstructions in the path of the child's progress, as when a parent deals with a child's resistance, promptly and effectively, in order to set him free to do something worth while. If these instances are well managed and then dismissed they will not loom large as a clash of will between parent and child wherein the parent must come off victor in order to demonstrate his superiority over the child. The accent of the parent's thinking will be not on his ascendance over the child but on the learning process by which the child is coming to rule himself. To this end, however, the parent must be a co-learner with the child.

IT IS PERHAPS EASIER to see what obedience does to the child than to realize the effects that commanding has on the adult. We all recognize and shun the "heavy" father, the managing mother or mother-in-law, and in general the "schoolteacher" attitude to life is only too truly proverbial. If a girl teaches too long there is a common belief that her chances of marriage are lessened thereby. What lies behind this, other than the fact that if she habitually practices a domineering attitude with children, it carries over into wider social relationships with disastrous effects on personality? No one can afford to be habitually dominant any more than he can afford to be habitually the under dog. Indeed, it may almost be said that wherever one member dominates there is evidence, not only of maladjustment in the family situation but within the dominating individual's own life. Children must, with their uncanny insight into our motives, realize that when we insist it is often a sign that we are unsure, not only of them but of ourselves. Multiply this many times a day and attitudes become quickly crystallized.

It is time to turn to positive conceptions of discipline. A concept so far-reaching and fundamental should not be discussed merely in relation to the child. This limited view of discipline as the prerogative of parents over children, together with negative ideas involved in obedience, are the chief reasons for the discrediting of the term.

Discipline should be thought of as a progressive control by which we learn to meet new as well as old needs of the social situation. There is thus one kind of discipline for the two-year-old, another for the schoolgirl, another for the adolescent and many for adults. But at no period can discipline be discarded, for discipline is simply the principle of regulation or control within life. To some degree in some circumstances we may be able to choose the type of control to which we submit, but we cannot escape the fundamental fact of control, either by ourselves or by others. The lawless man attempts this escape, but his attempts usually land him behind bars or other social barriers; or if he escapes this control he falls a prey to his own fears or greeds. To choose the types of control which, through life's successive stages lead toward effective social adjustment is therefore the problem.

What will you do when your five-year-old crosses the tracks without permission, to buy forbidden chewing gum with her own allowance money?

A child, slow to learn to keep himself dry, may achieve sudden success when a beautiful pair of small trousers must be protected from accidental dampness

There is an important implication in respect to the range of discipline. If discipline is good for children it is good for parents as well. The effort after self-direction and self-regulation has to be continuous to succeed. We may not hide behind our adult status in order to excuse ourselves for faults which we would unhesitatingly condemn in our children. That learning is possible at adult levels, in the sense of a measurable process, is one of the most significant of recent contributions in educational experimentation. Nowhere is it more applicable than in this sphere of the self-regulation of behavior.

THE PARENT who works at self-improvement and self-control in his own experience is the one who usually is best able to control his child. In the last analysis, not the power to compel, but the prestige of the adult constitutes real authority. That prestige rests on what the adult is in himself, on the way in which he manages his own life.

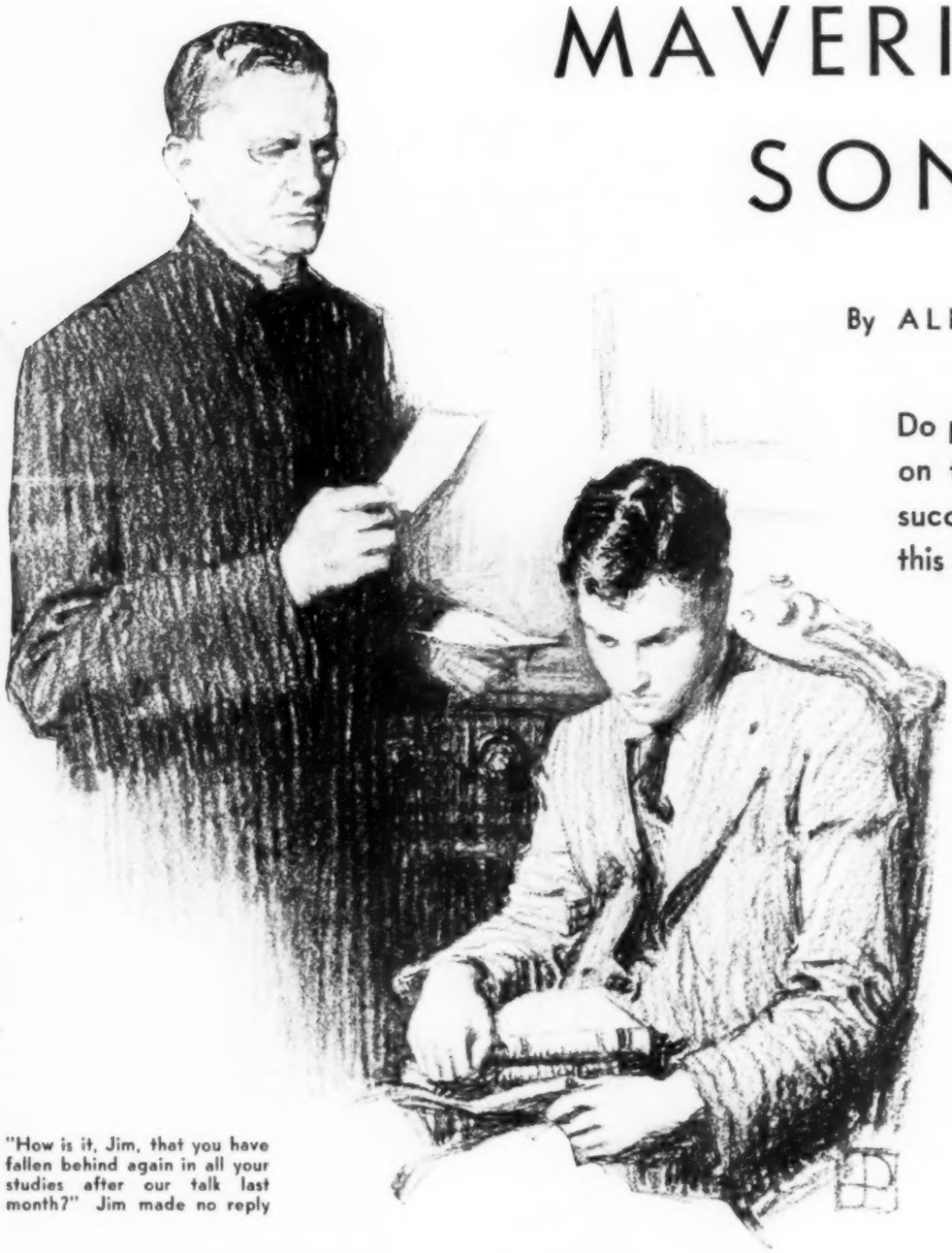
It may be objected at this state that merely to launch on a career of self-improvement will not guarantee that our children will become perfect. What, specifically and definitely, should be the relations between parents and children during those early states (*Turn to page* 56)

Illustrated by HERMAN PFEIFER

ARTHUR MAVERICK'S SON

By ALICE A. KEEN

Do parents insist too much on their children's school success? The father in this almost tragic story did



"How is it, Jim, that you have fallen behind again in all your studies after our talk last month?" Jim made no reply

THE LAST RADIO station had signed off for the night. The Reverend Arthur Maverick leaned back in his seat, disentangled the earphone from his roughened gray hair and mouthed a wide and satisfying yawn that strangely contorted the lines of his austere face. Near him sat his boy, Jim, slumped in his chair, sleepy-eyed and wan from long concentration.

There was something appealing about Jim—something about the settled sadness of his young mouth, the lost, uncomforted look in his young eyes. Anyone with an understanding heart would have known, almost without being told, that the boy was motherless and that he still grieved in secret, lonely hours.

Jim had been thirteen when his mother died. And now he was fifteen and the tallest boy in the eighth grade by several inches.

He was sensitive about his ridiculously quick and gangling growth because it had made long trousers a necessity, thus calling all the more attention to the fact that he was undeniably too old for the class he was in. Mr. Maverick greatly deplored Jim's backwardness. He wished he might have had a smarter, a more virile son.

Tonight, now that radio was over, he fixed upon Jim a compulsory eye.

"I'll look at your report-card now, if you'll hand it over."

Jim reached for his books, still strapped just as he had brought them from school. He undid them with nervous fingers and sought among their ragged pages till he found an envelope which he passed to his father.

Mr. Maverick drew forth the card. As he studied it his face set itself into lines of deep displeasure while Jim sat fumbling his books, his eyelids twitching over downcast eyes.

"HOW IS THIS, Jim—that you have fallen behind in all your studies—after the talk we had last month? Don't you remember that you promised me, then, that you'd work hard so as to bring up your averages? Why—some of these grades are way below passing—sixty-one in arithmetic, sixty-five in civics. History isn't so bad, nor English. Still, they fall far short of what one would naturally expect from a boy in your circumstances, the son of a minister."

Jim made no reply. Whenever Mr. Maverick was annoyed there was a withering fire in his dominant eyes that confused the boy beyond the power of speech. It was an abashment he had never been able to conquer. His mother had understood and had always interposed her gentleness and reasonableness

when it seemed that his father might become too impatient and harsh.

"Now, Jim, I'll tell you straight." Mr. Maverick's deep, full-toned voice took on a penetrating severity. "You have got to get down to business in this school work. You have just one month in which to bring these marks up to passing. If you don't—well, you won't be promoted, that's all. And next year, there you'll be—a great, gawky fellow, sixteen years old, and still in grammar school. Think of it! Haven't you any pride? Why, you'd be a disgrace to the town. A disgrace to me. Do I have to tell you that the name of Arthur Maverick is known all over Berkeley County? Well—don't forget that *you* are Arthur Maverick's son. And—now listen to me—you keep failure off that name. Do you hear?"

JIM LOOKED at his father just for an instant to show that he had heard, but as he gathered his books together he kept his eyes averted for they were stinging from the hard restraint of sudden tears.

Aunt Minnie came into the room as he stood there with the books in his hands, but she did not see that Jim's eyes were blurred, his fingers trembling as he readjusted the book-strap.

Jim's Aunt Minnie was a large energetic woman resembling her brother in feature and manner. She kept house beautifully, administered the manifold, wide-reaching affairs of the country parsonage and faithfully attended to every one of Jim's physical requirements. But she did not have the tender knack of mothering a child. It was not that she was unkind to Jim, only that she was unperceptive of his inner needs.

She addressed him tonight in her usual brisk fashion.

"Better go to bed at once, Jim, or you'll be up late in the morning and that generally means late at school, you know."

Jim drew himself together and rose obediently. When he was on his feet and the whole length of him was straightened, his white-skinned, immature face on which a child-sweetness still lingered, looked oddly out of keeping with the rest of him as if it did not belong to his spindling height.

"He doesn't appear well to me," commented Aunt Minnie after Jim had left the room. "Do you suppose he's studying too hard?"

"No," replied Mr. Maverick with telling grimness. "I can assure you, it isn't *that*. It's probably the debilitating spring weather. Besides, Jim has grown altogether too fast during the past year and that gives him a gawky look. He's joined the baseball team now, he tells me, and practices every afternoon. I'm glad of that. He needs athletics. He mustn't be coddled, Minnie, or you'll have him effeminate. What a boy of his age needs is a firm, masculine hand."

That sounded reasonable enough to Aunt Minnie and she was quite well content to leave Jim's up-bringing in the "firm, masculine hand" of her brother.

Up in his room that night, Jim feverishly tried to figure out just what grades he would have to make on his finals in order to get through. The showing filled him with dismay. It seemed impossible that, in the few weeks that remained, he could cram enough into his head to be able to reach them. And yet—how could he ever face his father's black-browed disapproval, if he did not?

He had always found school difficult. He had been behind from the first, for a long illness had kept him from starting school until he was nearly eight years old. Still, he had managed to get fair averages when his mother had been with him to supervise his studying and to encourage progress.

Now, although he applied himself desperately to his homework, he found himself lost in a wilderness of subjects and processes he did not understand. He made no headway for, if he studied back pages, there was no time for the current lessons which, as the term drew to its close, were more exacting and were hurriedly explained by a distraught teacher who realized all too late that her class was behind in its work and would have no time for any review.

In spite of his efforts to redeem himself, Jim was haunted by the certainty of impending failure. What he dreaded most were the stinging rebukes that he knew would be the immediate result of his father's disappointment.

The brooding fear in the boy's heart manifested itself by bad temper and nervousness. At home he was as impatient over trifles as he dared be, while on the baseball field after school he was so touchy and so offensive that the boys threatened to throw him out of the club if he didn't "shut up." He grew gaunt and looked so ill that at last his father observed him with real concern and Aunt Minnie spoke of certain tonics that had been endorsed by relatives.

"He needs physical development more than medicine," was the way Mr. Maverick set aside his sister's suggestions. While to Jim he said: "Don't drop out of baseball, my boy. Keep it up. Team play is a fine thing for you."

AND JIM did keep it up. He needed no urging in that direction, for on the baseball ground he found one sure escape from his gnawing anxiety. During those two hours in the afternoon he could cast his books aside without apology and forget his trouble.

Radio, however, was his greatest diversion and in this his father joined him unless prevented by calls or other ministerial duties.

For all his old-fashioned, vigorous protest against satisfaction of the senses, music enthralled the stern and righteous man. He and Jim would sit for hours ear-bound to their set, *en rapport* with ethereal waves of sound until the last signing-off brought them back to a sense of time and place.

Jim would go to his room after these long seances, his ears still ringing with all that had passed through them. He would get out his books and try to study, only to find that he could not concentrate on words or figures. Then he would go miserably to bed and there, lying with tense body, he would pray desperately for help in his trouble.

His professions of faith, despite the atmosphere in which he lived, had always been rather perfunctory, merely acquired habits enjoined by his father. But now he held on to a tremulous hope that a miracle might intervene and help him to get through those final examinations.

The week of exams was the last but one of the school year. The class was borne through them on a wave of high excitement. Jim felt almost sure that he had passed in the first subject, which was history. He did not feel so certain about civics and English; still, he had reason to hope. Then came what had always been his weakest subject—arithmetic.

When the desks were cleared for action on the day of that examination and the teacher stood in readiness before the clean expanse of blackboard, paper in hand from which to copy the questions, Jim realized that this was, indeed, the crisis, his one last chance to make good, and he sent up an impassioned, silent prayer in his hour of extremity. The teacher wrote slowly and carefully. One after another, the questions, white on black, sprang up to stare into his stricken eyes.

FOR HE WAS APPALLED. The questions were, most of them, entirely beyond his knowledge. Dry-lipped, pallid, hot and cold by turn, wet with prickling sweat, he sat there in a sick panic of consternation. And from out his suffering was wrenched the bitter question: "Why—oh, why—hadn't God listened to his prayers in this hour of need? Why hadn't God given him questions that he could answer?"

Pride set him to the pretense of work. He bent his head (*Turn to page* 74)

COMING!

Floyd Dell Answers Bertrand Russell

¶ On the question: "Do Men Want Children?" in the November issue of the magazine.

How Much Homework?

¶ The Commissioner of Education in New York City discusses a subject close to the heart of boys and girls and of their parents as well.

Preparing Our Children for Marriage

¶ The author of this frank article believes training for marriage should begin in the cradle.

The Kind of Books Children Like

¶ You won't make the painful mistake of giving the wrong ones if you read this article.

How and When to Teach Good Habits

¶ Tells the busy mother how to combine child-training with housekeeping and do justice to both.

THIS GRANDMOTHER JOB

The successful mother of eleven children, well-known as a writer, lecturer and engineer, discusses the job of "grandmothering"

By LILLIAN GILBRETH
Author of "Living with Our Children"

NO JOB I have undertaken has been more interesting than this grandmother job, partly because I care so desperately to do it well, partly because as one grows older one develops a better technique for planning, and mostly because the people who are concerned with it are so interesting.

All grandmothers-to-be must have notions as to what an efficient grandmother is or is not. We review our memories of our own grandmothers, benign beings who appeared upon the scene with presents and pleas for extra privileges or whom we visited expecting and getting the same. Since those happy days we have been exposed to all sorts of theories of child psychology and have been persuaded, reluctantly, to believe that an indulgent, not to say "smothering" grandmother may be even worse than a parent of the same type. We have been led to believe that the parents of this generation are advocates and exponents of this new child psychology. Along with our happiness in welcoming the new member of the family comes quite a bit of dread not only lest we should injure him by injudiciously displayed affection but lest we should shock the new parents by demonstrating how old-fashioned we are.

It was with considerable trepidation that I approached the first interview with my grandson. All the way west on the train I kept remembering the literature I had read and tried to stiffen my resolution to be a very model grandmother. I knew this would be hard because the baby was no longer in the hospital but at home in his own little nursery, with no stiffly starched, critical, trained nurse to keep an eye on my conduct. "Hands clasped behind you. Just the right amount of interest and detachment. It will be easier when you get used to it," I said over and over to myself.

At last the moment of meeting arrived. There he lay pink and placid in his little crib, an excellent invitation to snatch a cuddle. His mother looked at him and me, first in excitement, then in amazement and finally in extreme annoyance while I lived out my project to the letter. Finally she snatched him from his crib and flung him into my arms with a heated "Love him, won't you? Hug him, can't you? He's the very first, *first* grandchild you'll ever have." She and I got a good many things out of our systems during the next hour and "the little soul" seemed none the worse.

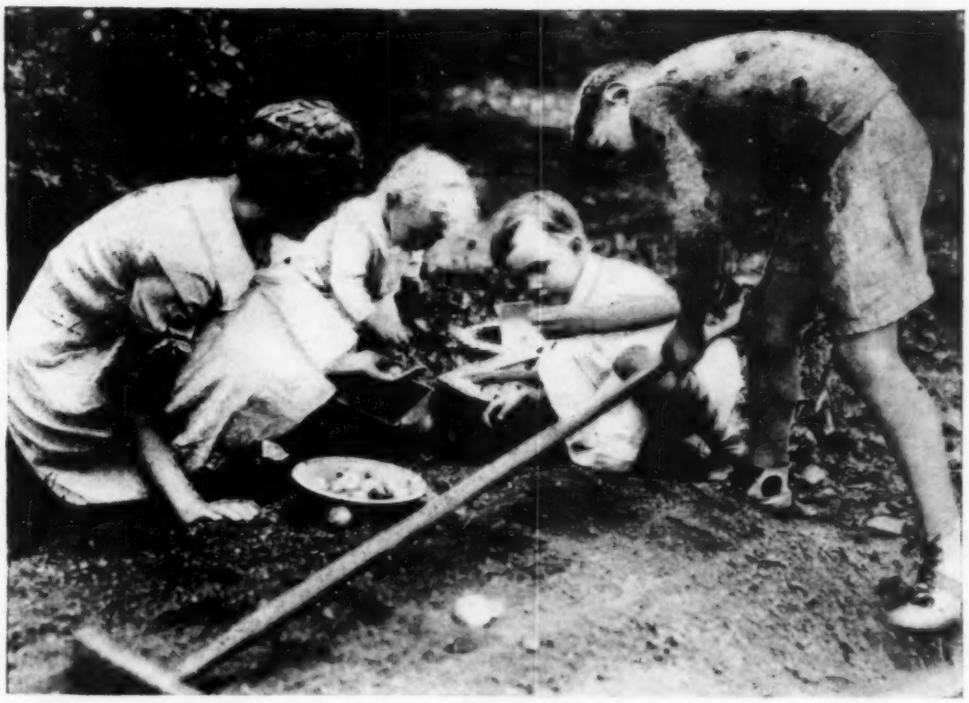
This first Gilbreth grandchild is still too young to express an opinion of his famous grandmother's success in her latest rôle

SINCE THAT TIME we have had many chances to become better acquainted, my grandson and I, and each time I plan what will happen only to find that the performance is different from the planning and to review our visit afterward with mixed emotions. I watch what he does and wonder what he thinks and feels. I watch the things that are done to him and wonder why they are done and what he thinks and feels about them. He is not old enough yet for us to talk things over, but we look at each other now and then sympathetically and I sort of fancy each of us looks forward to the day when we can face certain problems together.

Since I have neither the time, opportunity nor technique to record and analyze his behavior, nor the desire, for that matter, since I am with him all too little, I have taken to analyzing my own; and try to do this grandmother job as best I can until he can tell me how, from his standpoint, it could be done better.

I CAN COMPARE my attitude with his mother's and hers with mine when I had her job, and get much interesting data on the parent-child relationship. I fancy all mothers felt a bit differently toward children in my day than they do in hers. We had not nearly as much help on how to manage the child and how to teach him, and most important of all, how *not* to manage or teach him, but give him the freedom and opportunities to manage and teach himself. On the other hand, we were not so hampered in the free expression of our affection by the bugaboo of the smothering mother. We dared to live with our children and even to caress them, without wondering if we had transgressed the new commandments. We probably did our youngsters a great deal of harm sometimes, but at least we were not so haunted by fears. We probably gave them too little freedom and opportunity for initiative and self-expression but at least we avoided giving them too much freedom or letting them express themselves to the extent where they resented other people's self-expression.

My grandson is lucky enough or unlucky enough, as one happens to look at it, to have parents whom some would call old-fashioned and others ultra progressive, for they are willing to listen to the industrial engineer and the educator, as well as the psychologist and psychiatrist. So that they and I agree surprisingly well on theories of infant education. It is not necessary that we agree on practice, for that is not in my domain and the question of possible (*Turn to page* 82)



Ruth Alexander Nichols

Bulbs, because they are large enough for even the clumsiest little fingers to handle easily, are excellent candidates for the small child's garden. They bloom early in the spring, too

PLANT BULBS NOW

By GRACE TABOR

Author of "The Garden Primer"

NO FLOWERS ARE more beautiful than those of the bulbous plants—daffy-down-dillies, jonquils, tulips, hyacinths, and the like. And to tuck the bulbs—some little, some big—into the dark earth for winter, where they will sleep warm and snug while icy winds blow and snow piles above them and all the violence of winter rages, is in itself a thrilling business. At least I can never do it without lingering for a long time afterwards in a kind of waking dream-land, where this mystery that goes out of sight a little brown, grubby ball or nubbin and returns a gorgeous blossom or cluster of blossoms, challenges me. Especially am I haunted by the knowledge that these blossoms are there all the time! They actually exist within each grubby little nubbin at the time it is put away—those lovely flowers of next springtime; so tiny that eyes cannot see them, of course, but made and stored carefully away in these strangest of chests during the growing time of the summer, while the bulbs are "ripening," as we call it.

Veritable enchanted treasure caskets are bulbs, packed to running over with color and fragrance that saturate tissues more delicate than fairies could weave. And the whole locked so safely and securely—and secretely!—that only in the still darkness and secrecy of down-in-the-earth may the lock be opened, with a sunbeam for a key.

Because they are large enough for even the clumsiest little fingers to handle all kinds of bulbs are especially promising garden material for children to deal with—even easier than seeds. You can see what you are doing with them, too, and this is such an advantage. Indeed, to work with bulbs always seems to me very much like a close-up on garden work in general—like dealing with seeds and the rest through a microscope. So it gives a chance for making things very clear to beginners—little beginners or big ones either—more easily than with anything else. Finally, the coming of the flowers in earliest springtime, without long delay for growth, is more dramatic than any other garden episode; consequently it is more thrilling and more exciting and makes a deeper impression.

BUT WHAT SHALL BE PLANTED? And when? And how? The answer to the first depends upon yourself and what you want to plant; the answer to the second depends partly on the first (that is, the time of planting may vary with the kinds selected); but the answer to the third is forever fixed and the same. Let us take the third question first, therefore, and have done with it.

Making the earth ready is the first half of how to plant. Remember that bulbs of every kind cannot endure the least bit of water standing around them or even touching them underneath all of the time. In other words, they must *always have perfect drainage;* so we must see to it first of all that all the water which falls onto the ground and sinks into the ground where the bulbs are to be tucked in for winter, can sink *down* below the bottom of every single bulb. (This is what "perfect drainage" really means, wherever you find it.) I will assume that you have space which offers no special difficulties in this regard, in which to plant a few bulbs, at least. But if by any chance you have not, and must use ground that is actually sodden, take out the topsoil, break up the subsoil with a spade, spread a four or five inch layer of cinders or gravel over this, replace the topsoil (which will now be raised four or five inches above the surface of the ground around it) and set the bulbs into this raised and thoroughly drained space. On average soil, merely spade up the ground to a depth of eight or ten inches, breaking up all the lumps and throwing out all the root-clumps of grasses or weeds, and any stones larger than walnuts, and making it as fine and even in grain as possible. Then work a (*Turn to page* 59)

The two small Landons are being initiated early into the joys of good sportsmanship under the tutelage of their title-winning father and mother

Dick Landon, one-time Olympic high-jump champion, is shown practicing for a coming event under the eyes of the woman's high-diving champion, who later became his wife

Encouraging SPORTS

A former Olympic high diver, now the mother of two children, has important things to say regarding sports for the young

By ALICE LORD LANDON

THIS IS THE AGE of competitive sports, with opinion divided as to whether too much stress is laid upon the physical and not enough on the mental development of our American youth. A fine football team is too often the criterion of a college in the eyes of many young men not quite sure where they want to obtain their higher education or what they will do with it after they obtain it.

When does this urge toward sport begin? One of the baby's first tricks is to shake his rattle just as fast and as hard as he can, and the grin that comes over his face at the resulting tinkle can well be likened to that of the father himself who is more than a little pleased when he rings the bell on the weight machine by his hard hitting.

Play, or sport, is one of our first impulses, and there is no real dividing line between the two. All of babyhood's playtime is merely the preparation or the training time for the sports of later years. Whether parents want their child to be athletically inclined or not, they do want him to have a strong and healthy body, and nothing can aid more in developing this than the right sort of sports, correctly taught. The sport instinct is born in most children and they make a game or contest out of everything they do. Watch the lone child on his tricycle. He has no incentive to outride anyone, but does that mean he simply pedals up and down the sidewalk for mere exercise? No, indeed, he is trying each trip to outdo himself, to go a little faster or in some way a little better than the time before.

All healthy children are lovers of sport. Left to themselves they may choose some branch of athletics for which later they may be found unsuited. What can we parents do to direct this play instinct into that form of sport for which the individual child is best adapted?

There are still some mothers who feel that football is nothing less than an unscientific but successful attempt to break bones and pull joints out of place. When Son comes proudly home with the announcement that he has made the football team at school, such a mother will probably set her foot down and with tears and hysteria try to prevent his playing. For years the boy had been playing football in the empty lots near his home with his mother's full knowledge, but what she did not realize was that every time he had been playing with his young neighbors he had been visioning the day when he would be on a real team. She had never connected the play and the sport. When done in lots with his friends, with very much the same risk, it was permissible, as play, but when taken into the stadium with properly coached teams and the supervision of competent officials, it became, to her, a grave danger. Such a mother would have been wise when she first saw her son's (*Turn to page* 68)

LEFT-HANDEDNESS

Consider the possible consequences before trying to convert a left-handed child

By IRA S. WILE, M.D.

Author of "The Challenge of Childhood"

FOR MOST OF THE WORLD right is right and left is wrong. A left-handed compliment is never welcome. To say "over the left" carries with it the idea of rejection, refusal, doubtful dealing. A wink with the left eye is more sinister than a wink with the right eye. Plutarch has recorded that boys in his time were not permitted to use the left hand save to hold bread at dinner. The only popular idea concerning left-handedness presides in the popular "south paw" of baseball fame. Usually the left hand is treated like an unwelcome stepchild.

The right hand is the hand of honor and distinction; it is generally used for salutation and benediction. Among some tribes, as for instance the Moroccans, it is reserved for all good and useful acts such as giving alms or eating. Custom makes sitting on the right hand the place of honor, and custom among the ancients disqualified left-handed men from the priesthood. In popular language the left hand, the sinistral hand and its works, carries the implication bound up in the term sinister combined with ideas of awkwardness and badness. The right hand, the dexter hand and its activities, however, is represented as being dexterous with the further connotations of brightness, goodness and capability.

IN THE ORGANIZATION of man there is a right and left side, but history and custom reveal the fact that they are neither equally regarded nor equally respected. Even the dictionary, which records man's ideas within definite limitations, says, "The left side is ordinarily inferior in muscular strength, readiness and skill, and its hand is less under control than the right hand for operations requiring delicate manipulation." So be it said, even though it is not always true.

The child who is born left-handed is an exception and his actual physical state reserves much of life for him. His left side is superior. His left hand possesses strength, readiness and skill and is more under control than is his right hand for operations requiring delicate manipulation. The left-handed child, however, has its difficulties in a right-handed world. To be a deviate from the great throng presents many problems. To be dependent upon the left hand in a world that is directed, organized and controlled by right-handed people involves many problems of adjustment. Rules of the road, tools and instruments, even books and education are established upon the basis of the universality of right-handedness. No wonder the left-handed child is often considered dull, awkward and incapable.

The right-handed individual who has lost his right arm and is thrown back upon his left hand for a new education can appreciate only a part of the difficulties that are inherent in the life of the left-handed child who is forced by custom, unyielding tradition and pedagogic rigidity to undertake and maintain a right-handed career. A left-handed child is entitled to a full opportunity to develop normally and naturally as Nature intended. There are many unhappy consequences of endeavoring to convert a left-handed child into a right-handed one. While this frequently may appear to be successfully accomplished, there are ample evidences of the unfortunate results of inadequate conversion or complete failure.

THE PARENTS' MAGAZINE
Gives its Library to the United Parents' Associations

The Parents' Magazine has donated its library of books for parents to the United Parents' Associations of Greater New York Schools, Inc. This organization, which is a federation of 158 Parent-Teacher Associations in this city, will catalog these books and will loan them to members of affiliated Parents' Associations. The library will be known as the U. P. A. Parents' Magazine Library and will be maintained in the offices of the United Parents' Associations, 152 West 42nd Street, New York.

It is desirable for parents to understand that left-handedness is not an abnormality, any more than are blue eyes that may appear in a family of brown-eyed parents. There is an inheritable factor which is probably responsible for the nervous organization that accounts for left-handedness just as there is for the more dominant right-handedness. Everyone uses both hands, but one, the right or left, is the always active hand while the other is the assisting or auxiliary hand.

Man's brain is composed of two hemispheres, and the right hemisphere controls the left half of the body, while the left hemisphere controls the right half of the body. The brain centers for speech and for hand movement are neighbors in the brain and apparently they work in harmony. The brain centers for moving the eyes are not far removed and they, too, seem to function with relation to speech and hand work. Right-handedness is controlled by the left half of the brain and the centers of speech of the left side of the brain are active in right-handed people. The reverse condition exists among left-handed people.

WHEN PARENTS AND TEACHERS try to shift a child from left-handedness to right-handedness they are really endeavoring to change the nerve connections and shift the controls from one side of the brain to the other. As a result of this attempt to change the natural and normal nerve connections there arise a variety of difficulties. There is always a hazard in trying to make a right-handed person out of a left-handed one or the reverse, as when a person after losing the right hand is obliged to make use of his left hand contrary to the tendencies of his original nervous organization. Difficulty in speech and stammering, in particular, may develop when a left-handed child is forced into righthandedness. Experience indicates that the proportion of speech defects is far higher among children who were originally left-handed and later were forced to become right-handed than among left-handed children who have never forsaken their original handedness.

In learning to read, the child makes use of the centers of sight and hearing as well as those of speech. The centers in the left brain function both for hearing and for motor power of speech in right-handed children, while the right brain directs these functions for left-handed children. But among left-handed children who are converted to right-handedness there is a call for extra labor on the part of the nerves. The original connections are no longer of service. One has to use improvised wires and currents as a result of which learning to read may become difficult.

WHILE WE ARE ACCUSTOMED to speak of right-handed and left-handed people, it may seem strange to read about right-eyed and left-eyed people. It is true, nonetheless, that as a rule a right-handed person has his sight dominated by his right eye, while the left-handed person's sight is dominated by his left eye. Theoretically the eyes (*Turn to page* 90)

MILK IN FOUR FORMS

Various kinds of canned milk, condensed, evaporated and dried, supplement fresh bottled milk in making up the daily quota

By PERSIS LEGER

THE VERY FIRST THING for mothers of growing children to consider in their attack on the quart-of-milk-daily-for-every-child problem is that there is more than one way to get milk into a child. The daily quota need not all be *poured* in. Milk that is eaten on the breakfast cereal or in the supper dessert is all part of the daily quart. In planning the day's program remember first of all that there are exactly four standard measuring cups of milk in a quart to be accounted for. We must not dole out the milk carelessly by the teacupful, nor by the tumblerful because both teacups and tumblers vary exceedingly as to content and a small unit may be giving the child short measure.

Remember the four measuring cups, and let's begin a tentative schedule. Cup Number 1 should be served at breakfast, preferably warm, because children as well as adults need a warm drink in the morning and find comfort in it. Cup Number 1 need not be plain, warm milk, necessarily, but may be in the form of cocoa (of a light pink color for two and three-year-olds and of a darker shade for older children) or it may be in the form of any one of the many delicious malted milk or chocolate malted drinks now available, with just enough of the flavoring added to the very small child's milk to make it interesting to him.

At breakfast there should be a cereal, and on the cereal from a quarter to a half cup of top milk. This amount is not to be deducted from Cup Number 1, but is a part of Cup Number 4, to be considered later in the day.

Cup Number 2 of milk is easily disposed of as the beverage to accompany luncheon. That means half the milk gone by noon. Cup Number 3 does not need to wait for the evening meal but may well be served in the middle of the afternoon after school for the older child and after the regulation nap period for the pre-school child. The energy of the school child, like that of his elders, is at ebb-tide between five and six o'clock in the afternoon. This is known as the accident hour, and if the school child drinks a glass of milk before this tired period, he will in all probability be spared many a tumble and quarrel or crying spell. Yet it will not provide him with enough nourishment to rob him of his appetite for the evening meal.

Now for the last cupful, Number 4, if your child is past his earliest years and needs the full quart daily. (If your child is small you have already done very well, indeed, to get three cupfuls of milk into him and need not bother about a fourth.) Many mothers still try to make their older children drink four cupfuls of milk, while in reality they can so much more easily persuade them to drink three and eat one! You remember, we have already used at least a quarter of this fourth cup on the breakfast cereal. So there is only three-fourths of a cupful left to be used in a great variety of cooked dishes. This is really the easiest cupful of all to dispose of. On many days, in fact, the child will get double this amount in his cooked foods. For in every child's diet there will be an abundance of creamed dishes, cream soups, white sauces, custards, junket, ice cream, milk puddings and milk sherbets. Extra milk may also be used in cooking the breakfast cereal. When this is done, the cereal should boil in a small amount of water for a few minutes over the open fire and then be transferred to the hot milk in the double boiler where it should cook slowly over low heat.

This plan of getting the full quart of milk located before supper time makes possible a little variety in beverages for the evening meal. Orange or lemonade or some other appetizing fresh fruit juice drink often lends a more festive air to the end of the day than would just another glass of milk. The fruit juice may, of course, prove a more acceptable drink earlier in the day in place of Cup Number 2 or 3—but in any event this arranging for one apparently milkless meal leaves both mother and child a welcome latitude of choice.

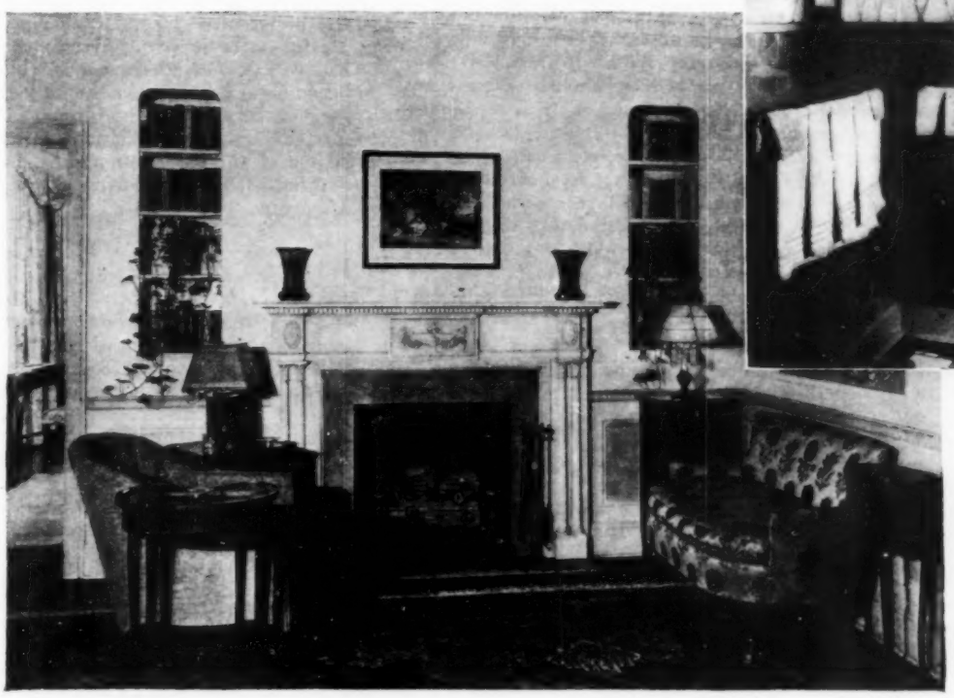
NOW, HAVING CONSIDERED the child's end of the milk route, let's turn to the cow's. For milk is milk and all comes out of the same kind of cow whether it reaches the ultimate consumer warm and foaming right out of the dairyman's pail, is left at the back door in bottles straight off the ice in the milkman's wagon, or is delivered in cans tumbled into a box along with the other groceries from the corner store. The ordinary raw milk supplied to cities and towns is not a safe food for infants and children. Its safety depends on heating to a temperature which will destroy harmful germ life—as is done in pasteurizing, and in the course of the various processes by which milk is canned, i.e., condensing, evaporating, and drying to form milk powder. Pasteurized milk is not sterile and will not keep unless quickly chilled and kept chilled until used, which for children should be within 36 hours after being pasteurized. So for very young children, it is generally considered a wise precaution to scald in a double boiler or to boil all raw milk, even though pasteurized, sufficiently to kill ordinary bacteria.

For a family with several children storing a quart of milk apiece plus enough extra for the adults and cooking requirements is a considerable strain on the groaning refrigerator, especially over week-ends. And right here is where Cup Number 4, discussed in the early part of this article, comes to the rescue. For Cup Number 4, you remember, is to be used for cooking and can (*Turn to page* 66)

A pint and a half of milk is enough for the small child to drink each day, but the rapidly growing youngster of school age, with his increased need for food, thrives best on a daily quart

Photograph by J. C. Allen

Points to consider in getting the walls, woodwork and floors of your home ready for fall and winter



Worsinger

The monotony of tile is relieved by this interesting use of Empire paper on the upper half of the bathroom wall—buff ground with rose or white

Narrow recessed bookshelves lend color and variety to the neutral tinted surface of these painted living-room walls

Furnishing the WHOLE-FAMILY HOUSE

By PAULINE DUFF

Interior Decorator and Home Consultant

IN GETTING THE HOUSE READY for fall the first consideration should be the walls, the woodwork and the floors. When deciding upon the color and pattern for the walls and the finish for the woodwork and the floors, the most important thing to bear in mind is that these extremities of the room should be decorated in a manner which keeps them unobtrusive in the room scheme—in other words, they should form a background for the furnishings. The floor, the walls and the ceiling should be thought of as a setting for the room scheme, but should not be allowed to draw attention from the more important elements of the room. The appropriate neutrality of the background of a room will enhance the charm of good furnishings; the over-emphasis of it may spoil the effect of the most carefully selected furniture.

The most desirable effect to work toward in the treatment of floors is that of a natural wood which has been finished with a satiny gloss (sometimes called eggshell gloss), but which avoids the obvious shine of a heavily waxed dance floor. The ugly shine of too much varnish and the dullness of paint are methods of covering the flaws in a floor which are all too obvious and will ruin the effect of any room. But you may achieve delightful effects by covering your floors with linoleum. Patterns which simulate inlaid floors, old plank floors and other natural wood effects are available and when waxed will be found to be suitable foundations for the building of a room scheme in any part of the house.

When renovating any floor begin by having it scraped. This is necessary where varnish or paint has been previously used on the floor, and the results will be more satisfactory if this is done no matter what the previous finish of the floor has been. If you have hardwood floors, a light stain will cover scratches and mars and renew the natural color of the wood; or if these are very bad an oil wood dye may be used.

CARE should be taken in the application of this dye not to go over spots that seem especially bad or the floor will be darker in these places than in others. Wiping off with a cloth before the dye dries will lighten the shade, and tests for depth of color should be made and allowed to dry before the actual work is begun. This is merely a toning for the floor and is not a finish; so shellac and wax should be used over this after the floor is dry. Clear shellac is best if you have already secured (*Turn to page* 87)

PARENTAL PROBLEMS
And Ways to Meet Them

BELOW, printed in *italics,* are problems which every parent is apt to meet in bringing up children. The solutions described by readers are not presented as magic formulas that will always succeed. But we do feel that they contain suggestions of value which may be used or adapted to fit the individual case.

—THE EDITORS.

MY *little son who is usually obedient suddenly refused to wear his overcoat.* I coaxed and scolded which only excited him to the point of tears but did not overcome his stubbornness. It occurred to me after several days of tearful scenes that perhaps the child was not just being naughty, but had some reason for disliking the coat. So one night after his supper I varied my evening story-telling with a tale about his great-grandfather's childhood, when mothers had to weave the cloth for their little boys' clothes and warm overcoats. Then while he was still interested in the story I asked him casually why he didn't like to wear his own coat. "Well, you see," he said, "when the boys count the buttons, rich man, poor man, beggar man, thief, they always call me thief." I sewed two more buttons on the coat so that his playmates could count on to "doctor-lawyer" and that ended the difficulty. This was a lesson to me. Now when my son and I disagree about things I make a point of learning his reasons—and they are frequently ones I could never foresee—before I exercise parental authority.—*Mrs. M. V. O., Minn.*

WHEN *my third baby came I resolved that she should be taught not to cry over little things.* We have a backyard about fifty feet square, securely fenced and containing nothing harmful to a baby. As soon as this third baby was able to toddle, she was turned loose alone in the yard. To all her stumblings over her own feet and the grass, I paid no attention. This indifference I made myself assume in the house, also. When she fell, I did not even look at her. Not only did I so discipline myself, but with some effort trained her brothers, six and seven years old, not to sympathize with every bump. The other day at seventeen months old she fell from a chest about fifteen inches high on to a hard floor. She looked up at me a little surprised, and then clambered to her feet without a tear!—*Mrs. E. S. J., Wisconsin.*

JEAN *and Judy, aged six and nine, developed a bad habit of quarreling and disputing.* I had scolded and punished and threatened—I'm ashamed of that for I've found that threatening a child is utterly useless—then I tried a different plan. When I'd hear one of their quarrels beginning, I'd pretend that nothing was amiss but would call pleasantly, "Oh, Jean here's something I've been wanting you to do," and "Judy, will you run to the store for me?" Sometimes I had to think fast to find work for each, and probably they were sulky for a few minutes, but I have found *every* time, so far, that by the time their task was completed they had forgotten the quarrel—and best of all they never suspected. My aim was to get them separated as quickly as possible, and to give them something to do to take their minds off the quarrel. I didn't ask hard tasks of them—running errands, cleaning the windows in the car (Jean loves to do that), getting vegetables for me and helping clean them, arranging books or cleaning out dresser drawers, picking and arranging flowers have been some of them.—*Mrs. H. P. J., Idaho.*

DAVID, *age three, began to stutter.* He stuttered very badly sometimes taking three breaths and stuttering the full length of each before he could finally get started. I was alarmed, but knowing that parents frequently do more harm than good in their efforts to correct such matters, I decided to wait until I had collected all the reliable information I could get before doing anything at all about it.

As a result of my investigations I decided to do my best to prevent him from becoming conscious of the fact that he stuttered. I never mentioned it to him, nor allowed any one else to do so. I paid very careful attention to anything he had to say and tried to avoid his becoming excited while he talked—or at any other time for that matter. True to prediction in the course of three or four months he outgrew the habit.—*Mrs. E. J., Michigan.*

IT *seemed impossible to obtain willing help of any sort in household tasks from my three children—a girl, seventeen; a boy, twelve; and a girl, ten.* Forgetfulness and even plain wilfulness worked together to such an extent that the morning exodus to school left a cyclone-struck house. I met the situation in this way: Every night I arrange slips of paper bearing such items as: "Help get breakfast"; "set table for all meals"; "clean bathroom fixtures"; "water the lawn in the morning" or, in winter, "Shovel snow off the sidewalks." These slips are placed in a hat and after a thorough scrambling are drawn out by each child in turn. Daily tasks are invested now with the glamour of a game, and our school-morning upheavals are fast becoming extinct.—*Mrs. H. W. L., Colorado.*

MY *three-and-a-half-year-old son did not like to stop his play for his afternoon nap.* One day I called him and he said "Mudder first can we play a little while longer?" "Well," I said wondering whether I should insist or should try another method, "all right son, mother will let you play but I will depend on your coming in when you are finished playing." "All right, Mudder," he said, happily. "You call me and I will come right in." "No, son," I said, "I am going to depend on you to come in when you think mother would want you to." Before five minutes were up he came running in with a smile. "I'm here Mudder and all through playing, do you want me now?" he asked. Then he went to bed happily. I found out that by letting him feel I depended on him to do the right thing he was encouraged and anxious to do what was best.—*Mrs. A. J. S., Delaware.*

I DETERMINED *to try to forestall with my children the problem of the runaway toddler.* As soon as he could walk, I watched very closely and the first time the youngster wandered towards the limit of safety I called to him: "Come back." If he did not (*Turn to page* 76)

IF YOU HAVE A PROBLEM

IT is impossible for us to dictate individual letters replying to the thousands of questions we receive concerning problems that parents meet in bringing up their children. And we do not believe in answering such questions with form replies. We are convinced, however, that very practical help on almost every parental problem may be found in articles appearing in this magazine. If readers will send 25c (coin or stamps accepted) with their questions, stated as briefly as possible, we shall select from our cumulative index of back issues the article containing the best information on the question asked, and shall send a marked copy of the issue in which it appeared. If the issue has been exhausted or if we have had no article on the subject, the money will be refunded.

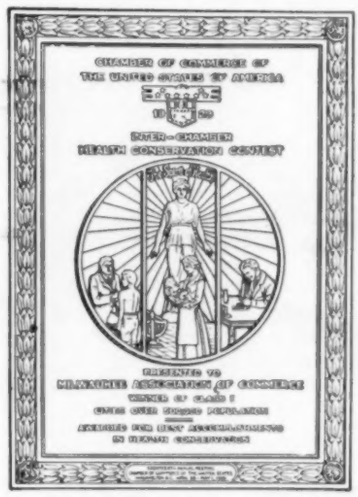
$1.00 FOR YOUR HANDLING OF A PROBLEM

READERS are invited to tell us of problems in child training which they have encountered and which they feel they have met successfully. Write briefly, stating the problem and your treatment of it. One dollar will be paid on publication for each contribution accepted. Manuscripts submitted to this department will not be returned. Address, Editor Parental Problems, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

"Business is Business"

SOME years ago it was thought that Big Business had to be hard-hearted in order to be successful. Today, people know better and employers have learned that they get more faithful service and are more successful if their employees are contented and healthy.

Today we take comfort in the assurance that medical and health scientists, philanthropists and humanitarians have the solid backing and support of the biggest business men in the country. And, modestly, Big Business gives as its reason for lending its powerful, invaluable support—"business is business."



Sketched from Bronze Plaque Awarded to
FIRST PRIZE WINNERS
in the Inter-Chamber Health Conservation Contest held under the auspices of
THE CHAMBER OF COMMERCE
OF THE UNITED STATES OF AMERICA

MILWAUKEE, WISCONSIN Cities more than 500,000	CLASS 1
SYRACUSE, NEW YORK Cities 100,000 to 500,000	CLASS 2
EAST ORANGE, NEW JERSEY Cities 50,000 to 100,000	CLASS 3
WHITE PLAINS, NEW YORK Cities 20,000 to 50,000	CLASS 4
SIDNEY, OHIO Cities under 20,000	CLASS 5

Cities which have promoted and are promoting far-sighted health programs are reaping rich rewards. Their citizens are happier and their cities offer attractions to new industries and to people of wealth and leisure.

When the Chamber of Commerce of the United States offered prizes last year to cities which would do most to improve health and sanitary conditions, 140 cities entered the National Health Conservation Contest. This year it is expected that a larger number will compete for the Bronze Awards.

Statisticians estimate that there is an annual loss in the United States of billions of dollars due to the needless loss of lives. When these lives of valuable workers are sacrificed, their families suffer and the cities in which they live are made poorer.

If you live in a city which wants to reduce its death-rate, your city's business organization (Chamber of Commerce or Board of Trade) may obtain the active cooperation of America's greatest business organization, the Chamber of Commerce of the United States.

Last year health experts visited 80 of the cities which entered the National Health Conservation Contest. Your community may obtain the advice of such expert health counsel as may be needed, free of charge. A trained health expert will visit your city and search for danger spots. He will make recommendations for a constructive health improvement program which you can help to carry out.

For full information regarding health programs and the National Health Conservation Contest, the Secretary of your Chamber of Commerce or other similar body should address the Secretary of the Chamber of Commerce of the United States of America at Washington, D. C.

METROPOLITAN LIFE INSURANCE COMPANY
FREDERICK H. ECKER, PRESIDENT — ONE MADISON AVE., NEW YORK, N. Y.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

GOOD MOVIES and BAD

A Movie Guide for Your Children and You

HOW TO MAKE THE MOST OF THIS DEPARTMENT: The time it takes for films to be exhibited throughout the country varies greatly. Consequently, if you are looking for information regarding some specific picture, it may be necessary to look through the reviews in back issues of this magazine. In response to an excellent suggestion from a subscriber, THE PARENTS' MAGAZINE offers a box file containing alphabetical guides and 500 cards, so that a reader can clip the reviews as they appear, paste them on these cards and file them for convenient reference. Send $1.00 for this unique Motion Picture File to THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y. Information on how Parent-Teacher Associations, mothers clubs, churches, and other organizations can use these files to great advantage will be sent on request.

Byrd and his men caught in quieter moments of their thrilling adventure. "With Byrd at the South Pole" is an excellent picture for old and young

CHEER UP AND SMILE, with Arthur Lake (*Fox*) — Incredibly stupid "college" story, painfully overacted by Lake, but unobjectionable since the few cheap scenes are too absurd to be harmful. Will be "funny" to many. (E) *For A:* Stupid. *For Y:* Silly. *For C:* Perhaps funny.

COMMON CLAY, with Constance Bennett (*Fox*)—Excellent filming of the somewhat outdated sex-problem stage play of same title, as played by Jane Cowl. Intelligent, human, fairly well acted, and interesting. The trial scene is strong, healthy drama for mature audience. (E) *For A:* Very good. *For Y:* Doubtful. *For C:* No.

DANGEROUS NAN McGREW, with Helen Kane (*Paramount*)—Hilarious farce of a barnstorming pair in the primitive West, winning $10,000 for capturing an outlaw. Full of mediocre singing, talking, and acting—ridiculous story, amusing to those who think "boop-a-doop-ing" is funny. (E) *For A:* Cheap. *For Y:* More or less funny. *For C:* Hardly.

Best Recent Films for Young Folks

Across the World with Mr. and Mrs. Johnson
Anybody's War
Arizona Kid, The
Around the Corner
Burning Up
Cohens and Kellys in Scotland, The
Dance Hall
Devil May Care
Disraeli
Forward Pass, The
Give and Take
Great Gabbo, The
Grumpy
Half Way to Heaven
High Society Blues
His First Command
Hit the Deck
Honey
Hunting Tigers in India
It's a Great Life
Let's Go Places
Little Johnny Jones
Lucky in Love
Not So Dumb
One Romantic Night
Only the Brave
Parade of the West
Richest Man in the World, The
Romance of the Rio Grande
Runaway Bride, The
Sally
Seven Keys to Baldpate
Silent Enemy, The
Social Lion, The
Song o' My Heart
So This Is London
Vagabond King, The
What a Man
With Byrd at the South Pole
Young Nowheres

DAWN PATROL, THE, with Richard Barthelmess (*First National*)—Tries to do for air-fighting what "Journey's End" did for trench warfare, with only partial success. Some fine moments, notable air photography without overmuch faking, but some things absurdly overdone. Suffers by comparison with "Journey's End." (E) *For A:* Fairly good. *For Y:* Thrilling. *For C:* Too strong.

DUDE WRANGLER, THE, with Lina Basquette (*Paramount*)—An unpretentious comedy drama about the trials and vicissitudes encountered by a dude Easterner who tries to run a guest ranch under great handicaps. An amusing Western which will be very entertaining for family audiences. (U) *For A:* Good of its kind. *For Y:* Good. *For C:* Recommended.

FOR THE DEFENSE, with William Powell (*Paramount*)—Powell excellent, this time as a super-clever lawyer intimate with the underworld, specializing in defending crooks. His liaison with the heroine (well played by Kay Frances), is made clear but not offensive. Court scenes particularly fine. Very doubtful influence on public's respect for law and order. (E) *For A:* Very good. *For Y:* Doubtful. *For C:* No.

GOLDEN DAWN, with Vivienne Segal (*Warner*)—Pretentious and elaborate, but largely preposterous hash about Anglo-German relations in South African jungle during the great war. Negroes, brutality, grotesque character and conduct, terrible singing especially by Noah Beery, incessant noise and riotous color. Not worth a fraction of its cost. (E) *For A:* Absurd. *For Y:* No. *For C:* No.

GOOD INTENTIONS, with Edmund Lowe (*Fox*)—Another crook thriller, with hero truly in love and wanting to go straight "for her sake." Usual violence and gun-play, tough dialog, with heroic sacrifice at the finish fairly convincing. A bit above average of its kind. (E) *For A:* Good of its kind. *For Y:* Thrilling. *For C:* Doubtful.

HELLO, TELEVISION, with Buddy Rogers (*Mack Sennett*)—The story of a girl who is about to be married to a man whose mother has done most of the courting. She finds the true romance which she craves by means of television. Very imaginative and fairly entertaining. (U) *For A:* Fairly good. *For Y:* Probably interesting and entertaining. *For C:* No interest.

HELL'S ISLAND, with Jack Holt and Ralph Graves (*Columbia*)—Another attempt to "cash in" with a re-hash of Flight, Condemned, Submarine, etc. Two tough soldiers, one girl, misunderstanding, suffering, prison, and terrible English. (E) *For A:* Worthless. *For Y:* No. *For C:* No.

HOLIDAY, with Ann Harding (*Pathé*) — One of the best character comedies yet made, accurate and delightful screening of the stage play, excellently acted, spoken and directed. Ann Harding's rôle as the rebellious daughter of wealth is an outstanding example of screen acting at its best. An intelligent production. (E) *For A:* Excellent. *For Y:* Very good. *For C:* Beyond them.

INSIDE THE LINES, with Betty Compson (*RKO*) —Decidedly above average war story—without battlefield shots. Laid inside Gibraltar during the great war, showing complex but thrilling activities of spies. Rather incredible but satisfactorily mystifying. Fine suspense, good acting, and striking climax. (E) *For A:* Very good of its kind. *For Y:* Very good. *For C:* Good, unless too exciting.

LET'S GO NATIVE, with James Hall (*Paramount*)—Musical farce possessing much light, innocuous and pleasurable entertainment, with some slapstick. Story of troop of players shipwrecked en route to South America, and their ensuing life on desert island. Plot of minor importance, but many entertaining songs, dances and amusing sideplay. (U) *For A:* More or less amusing. *For Y:* Entertaining. *For C:* Harmless and quite amusing.

LITTLE ACCIDENT, THE, with Douglas Fairbanks, Jr. (*Universal*)—An inane picture, hailed by newspapers as high-grade and stupidly labeled "Adults only" by some censor boards. Concerns baby born in a hospital just before father's marriage to another woman. Most of cast overacts desperately to be funny; silly dialog and action. Almost nothing of the suggestive or risque, and some minor incidents and situations are genuinely funny. Picture can succeed only by attendance of those who will rush in thinking it is "naughty." It will bore the intelligent. (E) *For A:* Dull. *For Y:* Better not. *For C:* Of no interest.

LONE RIDER, THE, with Buck Jones (*Columbia*)—Buck Jones as a glum and silent bandit

(*Turn to page* 83)

What the Abbreviations Mean

E—The judgment of the National Film Estimate Service, an organization unaffiliated with the motion picture industry, having a corps of well-qualified volunteer reviewers throughout the country.

U—The judgment of the Motion Picture Committee of the Women's University Club, Los Angeles.

For A—For intelligent adults.
For Y—For youths, 15 to 20 years of age.
For C—For children, from 10 to 15 years.

BETTINA BELMONT

SIX YOUNG PERSONS OF IMPORTANCE

© 1930, The C. of W. Corp.

ELLA WIDENER

JOHN ASPINWALL ROOSEVELT

ANTOINETTE AND MARY PINCHOT

ELIZABETH STUYVESANT FISH

growing up well and strong with this little care so many mothers give

Six little lucky ones! Names that are powers in Philadelphia, Washington, Newport, New York—in Virginia, and in California.

But it takes more than family prestige and an inheritance of wealth and position, to produce such sturdy, rosy youngsters. It takes a very definite health régime—and strict adherence to it.

When we asked about health programs, the answers varied slightly, though in the main they were alike. The mothers of these children believe in simple schedules, regularity, careful supervision of exercise and diet.

But on one point there was no variance. That was the matter of a *hot, cooked* cereal. The roll call was complete. They *all* eat Cream of Wheat, the children's own cereal.

In each case the choice was at the recommendation of a distinguished child specialist. For thirty-four years this advice has been given. Physicians have long known the value of Cream of Wheat as a food for children.

They tell mothers to start their babies out on Cream of Wheat, to keep it up during the exacting school years. First, because Cream of Wheat is exceptionally rich in energy. Second, because it is amazingly easy to digest.

Let your children have this simple advantage—the right start at the breakfast table. *Cream of Wheat costs less than one cent a serving.* Give them good hot bowls of it regularly.

The Cream of Wheat Corporation, Minneapolis, Minnesota. In Canada, made by The Cream of Wheat Corporation, Winnipeg.

TUNE IN on Cream of Wheat Radio Program weekday mornings at 7:45. Stations *WJZ, WBZ-A, KDKA, WHAM, WLW, WJR, WLS.* Starting Sept. 29, also *KSTP, WREN, KFAB, KWK.*

FREE—a wonderful child's game

All children love the H. C. B. Club with a secret meaning. It makes a jolly game of their morning cereal. All the wonder-working material free—badges, gold stars, and big new posters with stirring color pictures of childhood heroes—Joan of Arc, Roland and Oliver, Richard the Lion Hearted. We will also send valuable child health booklet. Mail this coupon to The Cream of Wheat Corporation, Dept. PM-7, Minneapolis, Minn.

Child's Name .....

Address .....

To get sample of Cream of Wheat, check here ☐

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

FAMILY FUN

Things for children to do and to make with ideas for home entertainment that all the family can enjoy together

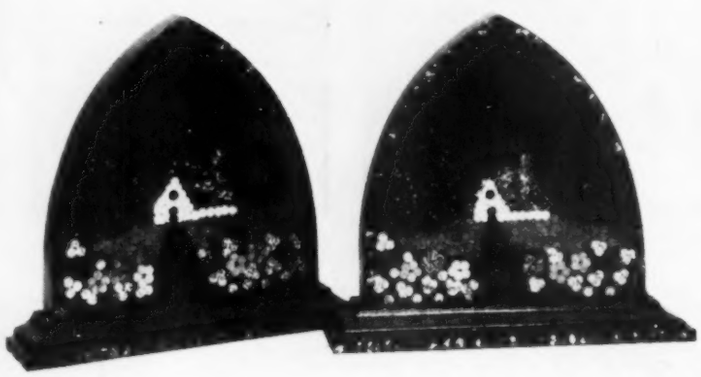
EDITED BY THE NATIONAL RECREATION ASSOCIATION

DOMINO and checker tournaments, story-telling, reading aloud, charades, parlor games, candy-making—these old-fashioned amusements for the family circle have by no means passed, if we may judge by the letters from families in many states describing their favorite ways to have fun together.

Another index of family solidarity is the popularity of the home play night in scores of cities where municipal recreation departments have introduced this idea. Families have agreed to keep a date together on a certain evening each week. Lessons and supper dishes are dispatched early; then parents and children join for a few hours of games, music, stunts or other recreation strictly home-made. Even teen-age sons and daughters have been known to refuse alluring invitations to keep the weekly engagement at home.

Making one's own fun has proved rather a refreshing novelty in this age of canned diversions. Try a family play a night or two this month. A neighborhood Hallowe'en party is another opportunity to use ingenuity in planning fun.

Since it's none too early to start work on Christmas presents, we give this month, also, directions for a new sort of handcraft, simple enough for an eight-year-old, which may be elaborate enough, too, to interest adults.



Plain wooden book-ends provided the background for this simple and effective decoration of paper mosaic

PAPER MOSAIC—A new joy for the artistic child has been found in the craft of paper mosaic work, which, when completed, suggests the delicate and colorful work that Italy does in stone and glass. Any wooden or metal book-end serves as a satisfactory background for this means of decoration. It is suitable also for lampshades, toilet articles, trays and bowls.

The equipment needed is a ticket punch, fancy papers, such as are found in the inside of envelopes, tinfoil and the very best quality of liquid glue and amber lacquer.

To make wooden book-ends like those shown above trace a simple landscape pattern on the surface. Then punch out from the fancy papers and tinfoil a number of tiny discs and place in a saucer. Now apply glue over a small portion of the surface to be decorated and with the aid of an orange stick pick up one of the tiny discs and place on the surface to be decorated. Proceed in this manner until the pattern is completely covered.

All the pieces should be started from the center and developed outward, spreading only a little surface at a time with the glue. When the decoration is finished, in order to prevent discoloration, either of the paper or the tinfoil, spread over the whole a coat of glue, allowing it to set thoroughly before applying lacquer. Three coats of amber lacquer should be applied. Let each coat dry thoroughly before applying the next.

OCTOBER 31 is a gala night for children. Hallowe'en fun at home keeps young merrymakers from getting hurt or destroying property in a misguided spirit of fun. Many cities have adopted the community Hallowe'en celebration, which features a parade in costume, a big bonfire, and dramatic stunts. Some appropriate games for the home party are:

RAISIN RACE—Several strings of the same length have a raisin tied at the center of each. The players are divided into two groups. Each pair of partners take a string and at the signal "go" chew up to the raisin and capture it. The side getting the most raisins wins the game.

GHOSTS—The leader names some letter of the alphabet. The next player adds a letter, thinking of some word. Each player then adds a letter, but must avoid an addition which completes the word.

If someone does finish a word, he becomes a half ghost and anyone who speaks to him becomes a half ghost, too. The half ghosts may continue talking and playing. After a word has been finished, the next player starts a new word. If a half ghost finishes a word, he becomes a whole ghost and drops out of the game, but still may talk. If any player talks to him, he becomes a full ghost, too. Soon all the players are eliminated.

BITE THE APPLE—Suspend horizontally from the ceiling a stick three feet long. On one end stick an apple, on the other end tie a small bag of flour. Set the stick whirling. Each guest takes a turn trying to bite the apple. Just try to do it without getting some dabs of flour on the face!

BATS, GOBLINS AND ELVES — The players are divided into two sides, each side at opposite ends of the room. Each side sends a player into the center. These are the witches. The other players are divided into bats, goblins and elves. A witch calls, "Bats change," and all bats must run to the opposite end of the room. The witches catch all that they can. Those who are caught, stay and help. With "goblins change" the game continues. At the end of three or four minutes the side having the most players left wins.

APPLE TEN-PINS—Lay several planks side by side and cover them with a sheet stretched taut to make a good rolling surface. The surface is about four by eight feet, at the height of an ordinary table above the ground, and sloped slightly upward at the farther end. A row of apples is placed like ten-pins at the further edge, and beneath this a basket to catch them as they fall. A baseball is rolled from the opposite end of the table, each guest taking turns in seeing how many apples he can knock into the basket in three trials.

ONE DOLLAR WILL BE PAID

On publication for short contributions telling how you and your family have fun together. No manuscripts will be returned. Address Family Fun Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York City.

For a Mid-Afternoon Lunch *during the first school year*

THE excitement and extra activity of the first school year greatly increase the child's need of nourishment. Particularly after the school day is over, children are generally quite hungry. Because of their surroundings, there is a great temptation to eat unsuitable foods — to the detriment of their growth and development.

A measure of extra care by the mother will safeguard the child. In the afternoons — right after school — a light lunch should be provided. A simple lunch — consisting most often of a ready-to-eat cereal with plenty of milk.

Kellogg's Pep Bran Flakes are a favorite with children. Kiddies love the appetite sparkle of their famous flavor. And Kellogg's are *better bran flakes.* Full of PEP — full of the nourishment of whole wheat — with just enough extra bran to be mildly laxative.

Delightful any time and no trouble to get ready. An excellent conveyor of milk. Easy to digest.

At your grocer's in the red-and-green package. Made by Kellogg in Battle Creek.

Kellogg's

PEP BRAN FLAKES

Write the Home Economics Department of the Kellogg Company, Battle Creek, Mich., and we will be glad to send free literature and advice on child feeding and diet. Your own physician should be consulted in the event of ill health and sickness — ours is in no sense a medical service.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

FEEDING the FAMILY

Bananas for the Underweight

By NELL B. NICHOLS
Nutritionist and Food Research Specialist

ONCE UPON A TIME the banana was the forbidden fruit that tempted children. Nowadays doctors frequently advise that boys and girls be given bananas before they have left their cribs. This is another evidence of the progress in nutrition based on scientific discoveries.

The banana is more than a food that may be given to children who beg for it. It is one they need to eat frequently. Fortunately, almost everyone likes its flavor. But care needs to be exercised that the food is not bolted down; for it is now believed that many of the digestive disturbances formerly associated with eating this fruit were due to swallowing it without thorough mastication. When a child is inclined to eat too rapidly, it is wisdom to mash the banana before serving it to him.

Ripe bananas are easier of digestion than the unripe fruit. The same is true of apples, peaches and other fruits. Doctors in prescribing a diet including bananas always caution that only the fully ripe fruit be used. And there is really no reason for eating the green fruit, for if it is kept in the home at room temperatures a few days it ripens beautifully. Bananas should never be stored in the refrigerator, as the cold brings about a rapid darkening of the skins.

It is no trick to distinguish between the ripe and the unripe banana. The ripe fruit is soft, but firm, and its yellow skin shows no traces of green, not even at the tips. The surface is covered with tiny flecks of brown. In this stage the banana is at its best in flavor. It may be served raw. All its vitamins are surely retained if this is done. The stringy fiber on the outside of the peeled banana is scraped off with the blunt edge of a knife. Then the fruit, which nature so thoughtfully gave a sanitary protective covering, is ready for consumption. It may be served on breakfast cereals, sliced with milk or with other fruits, in gelatins and in many ways. Its rather bland flavor combines especially well with orange juice. Many fine cooks let sliced bananas soak a few minutes in orange juice; the porous fruit absorbs much of the juice.

Ripe bananas are delicious baked in their skins. They have to be cooked correctly, or the juice will ooze out and they will become dark and tough. The secret is to bake them quickly until the juices barely begin to flow. Prepared in this way they may be used as a vegetable. They are especially good served with strips of broiled bacon. Unripe bananas are made digestible by cooking, but they are best baked without their skins so they may be basted with sugar syrup. They are then served as a dessert.

The banana is one of the few fruits that attain maximum flavor and food value when harvested green and allowed to ripen off the tree. As shipped from the tropics, the fruit is green and hard, and its carbohydrate content is almost entirely starch. During the process of ripening, the starch in the banana gradually becomes converted into easily digested sugars.

THE FOOD VALUE OF BANANAS depends on their content of sugars, the energy they furnish the body and their vitamins. Bananas have vitamins A, B, C and E. They are excellent for the underweight, malnourished child and adult. Since most of us consider our pocketbooks, it is not amiss to remember that the banana is a truly economical food. It helps to stretch the buying power of the dollar without sacrificing the nutritive properties of the meals.

RECOMMENDED RECIPES

Delicious for Adults, Nutritious for Children

By RUTH WASHBURN JORDAN
Dietitian with Testing Kitchen

Bacon Scrambled Rice
(Prize Recipe)

6 slices bacon
2 cups cooked rice
3 or more eggs

Fry bacon until crisp. Remove to hot platter and pour off most of the fat. Add rice and break three or more eggs over the rice. Stir well together and cook until eggs are done. Put rice mixture in middle of platter and surround with bacon.—*Mrs. R. R. P., Garrettsville, O.*

Oatmeal Tomato Soup
(Prize Recipe)

1 can tomatoes
1 cupful oatmeal
1 large onion
1 bay leaf
1 teaspoon salt
1 or 2 tablespoons honey
2 cups water
2 tablespoons peanut butter

Boil together in a covered kettle for one hour. Strain and serve hot. If desired creamed, add ½ teaspoon of baking soda and two cups of hot milk. This makes a very good supper dish served with crackers or bread cubes toasted.—*Mrs. D. C. W., Salt Lake City, Utah.*

Cereal Muffins
(Prize Recipe)

½ cup cooked oatmeal, wheatina, hominy or other cereal
½ teaspoon salt
1½ tablespoons shortening
1 egg ½ cup milk
1 cup flour
½ cup corn meal and
4 teaspoons baking powder

Beat well. Bake in greased muffin tins in hot oven 25 to 30 minutes.—*Mrs. M. D. B., Greencastle, Indiana.*

Peach Meringue

Take as many halves of canned peaches as you wish. Place in slightly buttered baking dish, sprinkle hollows with finely chopped almonds, and top with a spoonful of meringue, as follows: (*Turn to page* 40)

WHOLE-FAMILY MENUS

Tomato Juice Cocktail
Rare Roast Beef
Macaroni with Cream Sauce
String Beans
Peach Meringue

—

Shepherd's Pie
(made with left-over beef)
Buttered Kohlrabi
Grated Raw Carrot Salad
Orange Gelatin with Cream

—

Cream of Celery Soup
Baked Lamb Chops
Baked Potatoes
Buttered Beans
Vanilla Ice Cream with
Raspberry Jam Sauce

—

Roast Chicken
Boiled Wild Rice Spinach
Iced Cantaloupe
(grown-ups)
Fruit Cup (children)

Creamed Chicken and
Asparagus on Toast
Cabbage Salad
Gingerbread and Applesauce

—

Bacon Scrambled Rice
String Beans
Tomato Salad
Orange Short Cake

—

Broiled Filet of Haddock
Buttered Parsley Potatoes
Buttered Peas and Carrots
Cornflake Pudding

—

Broiled Ham (grown-ups)
Coddled Eggs on Toast
(children)
Creamed Potatoes
Eight-Minute Cabbage
Sliced Pineapple Cookies

—

Consomme
Beef with Prunes
and Potatoes
Plain Salad
Chocolate Junket
with Cream
(*Turn to page* 40)

Children's nerves must bear the load of the *insufficient* breakfast

Nutritionists warn that food energy . . . not nervous energy . . . should carry children through the morning hours when 70% of the day's school work is done.

WHY is the right kind of a breakfast so vitally important to children? Because, say authorities, the American child does 70% of his entire day's school work before noon. His breakfast must supply *lasting* energy to meet these 4 hardest hours, or he will be forced to go on nervous energy instead.

The most nutritious cereal

Of all hot cereals, one is rated by nutritionists as "unsurpassed for rich nutrition and lasting energy" . . . Quaker Oats. This is because Quaker retains every bit of the vital part of the oat . . . the health-protecting part nature intended children to have.

Quaker Oats is 16% protein. Every living cell in the child's busy, growing body is continually demanding protein for the repair of worn-out muscle and nerve tissues. Quaker contains 50% more of this great growth food than highly milled cereals — abundant vitamin B to build healthy, young appetites — rich minerals — plus 65% energy food for the child to "go on and grow on." There's roughage, too, to make laxatives unnecessary.

Children prefer Quaker

Quaker Oats has a richer . . . more zestful flavor that children delight in. For in the Quaker process the choice whole oats are roasted in open ovens to a flaky succulent tenderness. This gives that tangy, nut-sweet savoriness. And so perfectly pre-cooks the oats that you can cook them deliciously and safely done in 2½ minutes.

Don't handicap children's mornings with less nourishing . . . less vital foods. Your grocer has both the regular and the Quick Quaker Oats. Look for the Quaker name and the Quaker figure on the package. They are your guarantee of finer flavor . . . richer nutrition. The Quaker Oats Company.

Unsurpassed in nutrition qualities

1 ***Fastest*** quick-cooking oat. Cooks done in 2½ minutes.

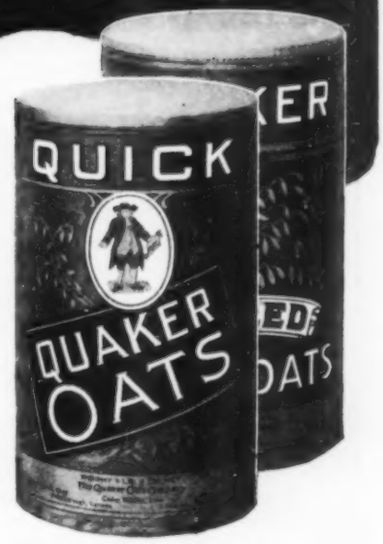
2 ***Unsurpassed*** in nutrition qualities. Rated "the most nutritious of all hot cereals."

3 **50% *more protein*** — richer minerals — more abundant vitamin B.

4 ***A rich, zestful flavor*** no other oat has ever been able to imitate.

For Sunday morning breakfast Aunt Jemima Pancakes, fluffy light and easy to make.

James Folan led his class last year and checked 100% in health tests too. "Our mornings are never too rushed to give Jimmy his Quick Quaker Oats breakfast," writes his mother.



Quaker Oats . . . *two kinds . . . at your grocer's*

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

"*MY* DIXIE"

DIXIES are beautiful. Children love them—love to drink from them. "*MY* Dixie" they cry, and scratch their names on them.

Dixies offer you a most dainty way—and certainly the cleanest and safest way of serving milk, lemonades or any cool, refreshing drinks to your children.

At any "party"—with the children of neighbors and friends demanding your attention every single minute—you can be ever so much more certain of cleanliness and sanitary safety with individual Dixies. Not to mention the great convenience to yourself of using Dixies instead of glasses. Besides, glasses break and chip—which means not only an actual money-loss but, worse, a real danger to heedless children.

And when the party is over—what a relief not to face the batallion of glasses to wash and polish.

Dixies are packed in convenient 10c and 25c cartons. Stationery, grocery, drug, department and 10c-stores have them in stock or can easily procure them for you.

INDIVIDUAL DRINKING CUP CO., INC.
Original Makers of the Paper Cup
EASTON, PA.

You and the children will enjoy the Dixies Circus over WJZ and Associated National Broadcasting Company Radio Stations every Saturday evening.

Whole-Family Menus

(*Continued from page 38*)

(*Vegetable Plate*)
Scalloped Potatoes Buttered Beets
Baked Stuffed Onions Peas
Tomato Salad
Sponge Cake with Cream

Potted Shoulder of Lamb
Mashed Potatoes Yellow Turnips
Cucumber Salad (grown-ups)
Assorted Fruits Little Cakes

Cream of Carrot Soup
Baked Liver
Mashed Potatoes Broccoli
Fruit Cup

Minute Steaks Spinach
Baked Hominy Steamed Squash
Frozen Custard

Broiled Halibut Tartar Sauce (grown-ups)
Baked Potatoes Scalloped Tomatoes
Apricot Whip

Recommended Recipes

(*Continued from page 38*)

To two egg whites beaten stiff add two tablespoons of sugar. Mix thoroughly. A drop or two of almond flavoring may be added. Brown slightly in oven and serve hot or cold.

Baked Hominy

¾ cup hominy ¼ cup butter
¾ teaspoon salt 1 tablespoon sugar
1 cup boiling water 1 egg 2 cups milk

Mix water and salt and gradually add while stirring the hominy. Let it come to boiling-point and boil two or three minutes. Then cook in double boiler until all the water is absorbed. Add one cup of the milk and stir well. Cook one hour. Remove from fire, add butter, sugar and slightly beaten egg and remaining milk. Turn into a buttered dish and bake in a slow oven one hour.

Beef with Prunes and Potatoes

Ask your butcher to give you 4 or 5 pounds of the "point of the breast." Put in kettle after wiping with a damp cloth, never put meat in water as you lose flavor and valuable juices. Sprinkle meat with salt, then cover with well washed prunes. Add one-half cup of sugar if prunes are tart, less, if sweet, then a layer of quartered potatoes. Just cover with boiling water and *simmer* gently until tender. Potatoes and prunes are very good cooked together without the meat.

Buttered Kohlrabi

Pare and cut in very thin slices. Boil in plenty of salted water until tender. Drain, add one teaspoon of butter to two cups of kohlrabi.

Baked Stuffed Onions

Remove skins from onions and parboil in boiling salted water for ten minutes. Drain and invert to cool. Remove part of centers with sharp knife and fill with stale soft bread crumbs mixed with a little of the finely chopped onion centers, season well and moisten with a little cream or melted butter. Place in shallow buttered baking dish and bake in moderate oven until tender.

Lunch-Box Cookies and Cakes

Date Squares

2 eggs 1 c. chopped dates
¾ c. powdered sugar 3 tbs. of flour
1 c. chopped walnuts ½ tsp. baking powder
½ teaspoon vanilla

Mix eggs with sugar and flour sifted with baking powder. When smooth, add nuts and dates and vanilla. Spread dough very thin on buttered pans and bake in a slow oven. Cut in squares while still warm.

Oatmeal Cakes

1 cup shortening 1½ cups chopped walnuts
1 cup sugar ¼ tsp. salt
2 eggs ½ tsp. cinnamon
⅓ cup milk ½ tsp. cloves
1½ cups rolled oats ½ tsp. allspice
1½ cups flour ½ tsp. soda
1 cup raisins or dates

Cream shortening, add sugar gradually, beating constantly. Add well beaten eggs, milk, oats, raisins or dates chopped and the chopped nuts. Mix and sift the flour with all the other dry ingredients and add to first mixture. Mix well. Drop from spoon on greased baking pans about one and one-half inches apart.

Cocoanut Butter Drops

½ cup butter 2 teaspoons baking powder
1 cup sugar 2 cups flour
2 eggs 1 cup shred. cocoanut
½ cup milk Pinch of salt
1 teaspoon vanilla

Cream butter and sugar. Add beaten eggs, milk, then flour sifted with salt and baking powder; add vanilla. Fold in cocoanut. Drop by ⅓ teaspoons on buttered pans if you like small cakes and bake in fairly hot oven. Makes over 100.

Country Fruit Cake

½ cup drippings 1 cup sour milk
1 cup sugar 1 teaspoon cinnamon
1 egg ½ teaspoon cloves
1 cup raisins ½ teaspoon nutmeg
2 cups flour 1 teaspoon soda

Cream drippings with sugar. Add beaten egg and sour milk alternately with flour sifted with dry ingredients. Add raisins chopped and sprinkled with flour. Pour into greased loaf pan and bake in moderate oven an hour or longer. (*Turn to page 42*)

Send in Your Favorite Recipes

We will pay $1 on publication for each recipe accepted. This month we are interested in recipes calling for dried fruits—prunes, apricots, figs, dates, etc. These should reach us by October 15, 1930. No recipes will be returned. Address Food Editor, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

Study of Child at the Piano by Anton Bruehl

ABOUT OUR CHILDREN

About our children we rear our gayest dreams, clothe them in our most poignant hopes, and probe their futures with a bright fear that is as old as the world. They will be strong and brave . . . they *must* be healthy . . . to their prosperous door-steps the pleasant people of the world will beat a pathway.

So run our dreams and our hopes. . . . But everything we have and all that we can do must be brought to bear on the effort to make these things come true. In the budding characters we can strive to encourage such few virtues as we, ourselves, had to pass on . . . the small, lithe bodies we can guard and develop . . . but how shall we imprint upon their dawning little personalities that rare glamour that makes the whole world come smiling?

The popular people we see about us are accomplished people . . . accomplished in the manners and arts that generations of culture have tested and found attractive. It is a share in these accomplishments that we must give to our children . . . a share in sport, in dancing, in art, literature and music.

They need not excel in any of these; but their performance in all must be authentic. And this particularly must be the case with their music. That is one reason the Steinway is treasured in important homes where children are being reared in the cultured tradition.

The Steinway brings an authentic inspiration to the child's instruction. It is, in itself, a graceful work of art that develops a sense of artistic values and an appreciation of the utmost in musical expression. . . . And the Steinway, choice of the masters from Wagner to Rachmaninoff, leaves the impressionable young talent unhandicapped, from the all-important first moment, by the distortive influences of practice on less perfect instruments.

Because this finest of all musical instruments, the Steinway, ranks so high in the world of excellent things, it long has been looked upon as the exclusive possession of musical artists or families of wealth. But the fact is, that every family may acquire the Instrument of the Immortals on terms that will not overburden even the modest income.

A new Steinway Upright piano can be bought for a total as low as $875

(As the Steinway is made in New York City, this price, naturally, must be "plus transportation" beyond New York and its suburbs.)

10% down *balance in three years*

Used pianos accepted in partial exchange. If there is no Steinway dealer near you, write for information to

STEINWAY & SONS, STEINWAY HALL
109 West 57th Street, New York

THE INSTRUMENT OF THE IMMORTALS **STEINWAY**

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

"WHAT CAN I SERVE FOR A CHILDREN'S PARTY?"

We are often asked this question because every mother likes to serve something different—something that will make children say, "Oh, isn't that delicious!" Our kitchens are constantly working out new recipes for all occasions, and will gladly help you solve any problem of entertainment, if you will write us.

In the meantime, here is a recipe made with Knox Gelatine that is especially attractive for a children's party; or, for that matter, any occasion when you want something especially appealing to everyone.

SPANISH CREAM

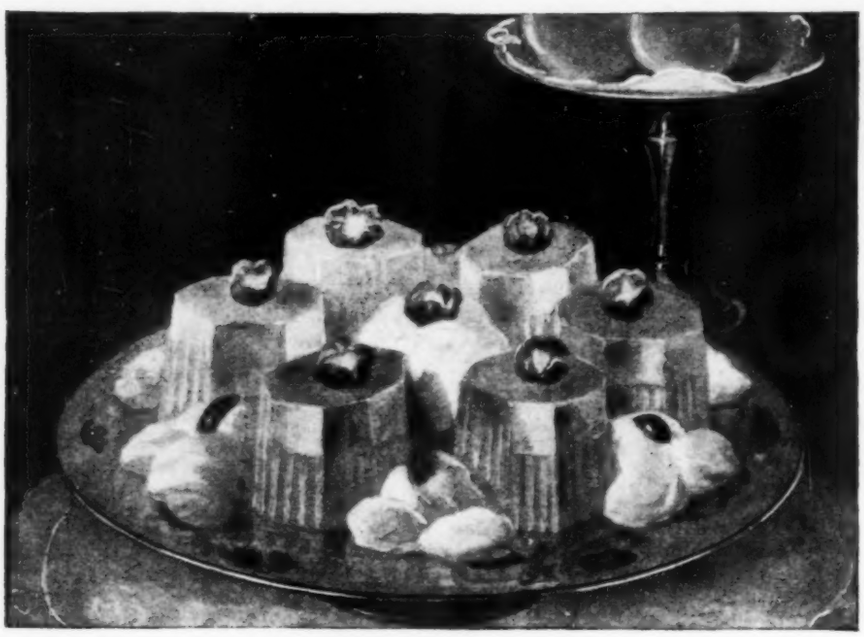
(8 Servings) (Illustrated)

1 level tablespoonful Knox Sparkling Gelatine - 3 cups milk - ½ cup sugar, scant - ¼ teaspoonful salt - 1 teaspoonful vanilla - 3 eggs.

Soak gelatine in the milk about five minutes. Place over hot water and when gelatine is dissolved add sugar. Pour slowly on the yolks of the eggs slightly beaten, return to double boiler and cook until thickened somewhat, stirring constantly. Remove from stove and add salt and flavoring, then add whites of eggs beaten until stiff. Turn into one large or individual molds, first dipped in cold water, and place in ice box. (This will separate and form a jelly on the bottom and custard on top.) Unmold and serve with whipped cream, sliced oranges or any fruit or fruit juice.

Try the recipe given here and you will still have enough gelatine left for three other delightful dishes of six servings each.

AMONG THE BETTER THINGS OF LIFE



KNOX *is the real* GELATINE

FOR DESSERTS AND SALADS

KNOX GELATINE, 103 KNOX AVENUE, JOHNSTOWN, N. Y.

Mail this coupon for your FREE copy of our Recipe Book showing many every-day recipes and for the special collection of party recipes. Perfection Salad, for example, is most unusual and extremely popular with hostesses, and mothers who like *healthful* ideas!

My name is .....

My address is .....

My grocer's name is .....

Recommended Recipes

(*Continued from page* 40)

Butter Cookies

1 cup sugar	½ cup sweet milk
1 egg	2 tsps. bak. powder
½ cup butter	½ tsp. lemon extract
2 cups flour	Raisins

Cream butter, sugar, add egg, then flour sifted with baking powder. Add flavoring. Drop on greased tins and put three raisins on top of each.

Surprise Cake

1 egg	1 cup milk
1 cup sugar	2 cups flour
½ cup butter	2 tsps. bak. powder
A little grated nutmeg	

Beat egg, sugar and butter to a cream. Grate in enough nutmeg to flavor and mix with milk. Sift flour with baking powder and add gradually to first mixture. Stir until batter is smooth. Bake in buttered patty tins 15 to 20 minutes.

Chocolate Cakes

2 tablespoons butter	1 sq. melted chocolate
1 cup sugar	1 cup of sour milk
yolk of 1 egg	1 teaspoon of soda
1 teaspoon vanilla	1½ cups flour

Cream butter and sugar, add egg yolk, then alternate sifted flour and soda with sour milk, melted chocolate (cooled), last vanilla. Pour into greased patty tins. Bake in moderate oven. When cool ice with the following:

Icing

1 cup sugar	1 beaten egg white
¼ cup water	A few drops vanilla

Boil sugar and water together until it spins a long hair. Then pour over stiffly beaten whites stirring constantly to keep smooth. Add vanilla when stiff enough to hold shape, pour over cakes.

Scotch Macaroons

1 cup sugar	2 tsps. bak. powder
1 tablespoon butter	2½ cups rolled oats
2 eggs	2 teaspoons vanilla

Cream butter, add sugar then beaten eggs, fold in rolled oats, add vanilla. Mix well and drop by teaspoonfuls upon greased pans about two inches apart.

Sandwich Suggestions

The bread for children should always be twenty-four hours old. Do not stint the butter as it contains valuable vitamins. Vary them as much as possible to tempt the appetite. Wrap in fresh wax paper to keep moist and flavors intact. Quarter them after made with a sharp knife as they are so much easier to handle and much daintier.

Sandwich Combinations

Buttered whole wheat bread with mashed cooked carrot, moistened with mayonnaise or boiled dressing.

Buttered white bread with honey and finely chopped raisins and nuts.

Buttered rye bread with paste made of liverwurst moistened with a little cream.

Buttered white bread with grated American cheese moistened with mayonnaise.

Buttered whole wheat bread with chopped lettuce, slices of tomato and a little mayonnaise or boiled dressing.

Buttered bread, peanut butter and jelly.

Buttered brown bread with cream cheese and chopped dates moistened with cream.

Buttered whole wheat bread, shredded pineapple and celery with mayonnaise.

Another splendid sandwich filling for children is made of stewed figs stirred to a paste with ground nuts and a pinch of salt. Put between either brown or white bread.

Any left-over meats put through the grinder and mixed with a good dressing will make an excellent filling if well seasoned. For older boys and girls some finely chopped stuffed olives or cabbage or grated raw carrot may be added.

Bread plus *Butter* plus *Jam*

help to balance meals and make them more appetizing

THE *pure fruit content of jelly, jam and marmalade is healthful and their alluring color and flavor tempt the appetite.*

"ALL WORK and no play makes Jack a dull boy." Likewise — all nourishment and no flavor makes meals dull events.

There are few foods more healthful than bread and butter. And there are few foods more healthful and *delicious* than bread, butter and *jam or jelly*. That sweet, colorful, flavorful addition satisfies the appetite in an ideal way. Serve jelly with meals and for a delicious dessert have crackers, jelly or jam and cream cheese.

There is a place in the child's diet for jam or jelly. Its sweetness tempts the appetite and its fruit content is healthful. Put a spoonful on rice pudding or on a custard.

As jam makes meals more enjoyable, so sugar makes essential foods more appealing to the appetite. Put a dash of sugar to a pinch of salt in string beans, spinach, carrots, peas and other vegetables as they cook. Add sugar to the French dressing you serve on vegetable, fruit or fish salads. The sugar used this way enhances the value of the nutrients of the dish thus seasoned. Most foods are more nourishing and delicious with sugar. The Sugar Institute, 129 Front Street, New York.

"Good food promotes good health"

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

One drop of "Lysol"

will kill 200,000,000 typhoid germs in 15 seconds

THE world today is using more than 7 million *gallons* of "Lysol" Disinfectant a year for general disinfection and for feminine hygiene. And the opinion of medical authority is that nothing has yet been found to take the place of this standard, 40-year-old disinfectant.

The reasons are two: 1. "Lysol" is always reliable. Its strength is stable. 2. It is so powerful that, by laboratory test, one little drop will kill 200,000,000 typhoid germs in 15 seconds—or 125,000,000 Staphylococcus p. aureus, the germs in pus boils, abscesses, etc.

When used in dilution according to directions, "Lysol" is non-poisonous to humans. And since "Lysol" reaches you in highly concentrated form, and *must* be diluted with water, you get many times more for your money. Send the coupon below for your free copies of our booklets.

* * *

Be careful! *Counterfeits of "Lysol" are being sold.* Genuine "Lysol" is in the brown bottle and yellow carton marked "Lysol."

Lysol Disinfectant

LEHN & FINK, Inc., *Sole Distributors*, Dept. 459, Bloomfield, N. J.

Please send me, free, your booklets, "Protecting the Home Against Disease" and "The Facts About Feminine Hygiene"

Name .....

Street .....

City ..... State .....

© 1930, L. & F., Inc.

Bachrach

LOOK YOUR BEST

Good looks and health are priceless assets. Children respond to them. The first in an unusual series of beauty articles

By DOROTHY COCKS

Author of "The Etiquette of Beauty"

I USED to think toilet preparations were a little silly. I used to think they were rather useless and entirely extravagant. I was brought up to think so. My college life rather fostered these ideas than changed them. (That dates me, pretty definitely, I suppose.) Perhaps an impish god of the business world found delight in taking me, a daughter of Quakers, with a before-the-war education, and tossing me into the toilet goods business during several boom years.

Whatever the prank may have done for the industry, it humanized me. Now I don't think the use of toilet preparations is silly. I think it is gallant and splendid. I don't think creams and lotions are useless. I know they are both outwardly and inwardly important and effective. I don't think that beauty aids are extravagant or even that they are luxuries. I think they are necessities, staples, a part of the business of living.

Perhaps you have thought and still think that toilet preparations are for women who have more time than you—or more money. Perhaps you think of toilet preparations only as make-up and therefore artificial and horrid. Perhaps you just don't know what toilet preparations are all about, what possibilities they hold for you, what to buy and what to do with them after you have bought them. If that is your attitude I'd like to take you by the hand and lead you around with me for a few days.

I'd take you first of all to a dermatologist. Not so long ago, the dermatologists were arch foes of all toilet goods manufacturers. And the dermatologists are still at war with the quacks and fakirs that remain. But within the last few years the skin specialists of the medical profession have come to assume a new attitude toward the general use of toilet preparations.

Many of them have been called upon by manufacturers to solve research problems and to test new formulas by clinical trial. Many dermatologists recommend the use of tested creams and lotions to their patients. Not infrequently a doctor sends a skin patient to a good beauty shop.

WHAT justification do dermatologists have in suggesting these artificial aids? They say, for one thing, that we are living an artificial life. Our environment is not as nature intended. Living sedentary lives has brought on poor habits of circulation in the skin, with consequent lack of resistance to skin infections. Living so much indoors has made the skin too sensitive to face the elements comfortably. Living in superheated houses has dried the skin so much that it lacks a protecting lubrication.

To live comfortably and happily in this peculiar scheme of society we have set up, we must safeguard the skin against conditions to which it has not yet adapted itself. We must (*Turn to page* 46)

Just before the bottle, mother!

"Of all the ten o'clock bottles I've known, this one certainly is the best! Not that they've changed the formula again . . . no, it's even more exciting than that! Let me tell you what happened to me, just before this ten o'clock bottle . . .

"I'd had my bath, and believe it or not, I was in a bad humor. I was chafed, you see, quite terribly . . . then suddenly, down came powder made 'specially for me, if you please! It nestled next to me, cozy and cool, and it's keeping me—oh, so comfortable! And I say that's how a baby should be, when it's time for a ten o'clock bottle!"

The Chief Chemist explains . . . Baby powders differ greatly—chiefly because of the difference in *talcs*. The high-grade Italian talc used for Johnson's Baby Powder is made up of soft, tiny flakes—but the inferior talc used in some baby powders contains sharp, needle-like particles! The trained observer readily sees this difference under a microscope—or you can feel it this way . . .

Rub a little Johnson's Baby Powder between your thumb and finger. Now do the same with other powders . . . you'll know, soon enough, if they're made with inferior talc! Another important thing to remember: Johnson's Baby Powder contains *no* stearate of zinc. Decide wisely!

Your baby should have the best of soaps, too . . . Johnson's Baby Soap is made especially for babies. Its superior quality—its delightful, mild fragrance—the smooth, rounded edges of each convenient-sized cake—all these are the result of careful study. Made from purest high-grade olive and other vegetable oils, this soap is as bland and soothing as the finest Castile soaps.

Unlike Castile, however, Johnson's Baby Soap gives a rich, smooth lather and rinses quickly and completely, leaving the skin soft and velvety. Note this fact, also—whereas Castile soaps are frequently impure and inferior in quality, every cake of Johnson's Baby Soap conforms to the highest standards of purity and excellence.

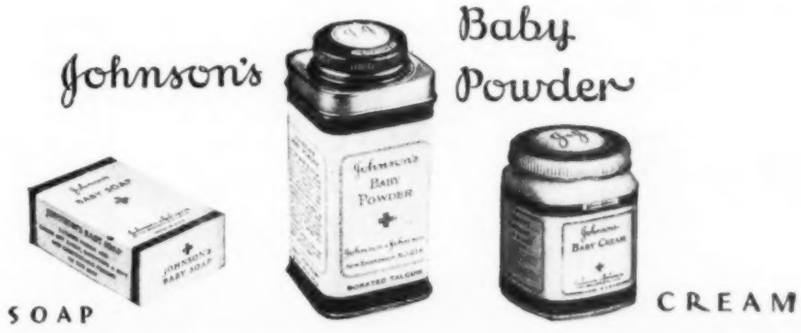
Here's an extra aid to your baby's comfort . . . Johnson's Baby Cream is also made especially for babies, from purest ingredients. It is bland and soothing, and relieves chafing, chapping, "diaper rash," and other mild irritations of the skin. A little of this cream, rubbed gently on the baby's face and hands before going outdoors, will prevent chapping and windburn on cold days.

FREE SAMPLES! *Send for a generous free sample of Johnson's Baby Powder—also free samples of Johnson's Baby Soap and Cream. Write to Baby Products Division, Dept. 6-M, Johnson & Johnson, New Brunswick, N. J.*

Johnson & Johnson

WORLD'S LARGEST MANUFACTURERS OF SURGICAL DRESSINGS, "ZO" CARTRIDGE SPOOL ADHESIVE PLASTER, ETC.

Johnson's Baby Powder



SOAP CREAM

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

Gingerbread Men, Jam Tarts, little Spice Patty Cakes, Honey Muffins, Orange Biscuits . . . the children can make them all with a little help. And they're perfect for that Hallowe'en party.

Let the children help!

A BAKING lesson with Mother is always fun. And how much the youngsters can learn—arithmetic of measures, names of utensils, how foods are packed, and what happens to them in cooking!

There's a geography lesson included, too—when Royal is used. Cream of Tartar, the precious ingredient which makes Royal so perfect for children's food, comes from rich, ripe grapes—grown in the sunny vineyards of Southern France!

And be sure to tell the children why it always pays to bake with Royal—the Cream of Tartar baking powder. How *dependable* it is. How it makes cakes and cookies and quick breads deliciously light and fluffy—with fine, even texture and perfect flavor!

Royal, the Cream of Tartar baking powder. Absolutely pure.

FREE: famous Royal Cook Book. Tells how to make all sorts of "yummy" little cakes, cookies and biscuits that youngsters love.

ROYAL BAKING POWDER
Product of Standard Brands Incorporated
Dept. 187, 695 Washington Street, N. Y. C.
Please send my *free* copy of the Royal Cook Book
Name_____
Address_____
City_____ State_____

Look Your Best

(*Continued from page* 44)

provide oils to supplement the natural lubrication parched out by central heating. We must use skin cleansers to remove the grime and smoke of a mechanized countryside. Since present standards demand that we have a skin that looks softly civilized instead of saddle-leathery, we must protect the skin from the elements which it is no longer prepared to meet comfortably. We need toilet preparations for much the same sort of reason we need setting-up exercises in the morning and fillings in our teeth—because having abused nature so long by our mode of living we now find it necessary to supply artificial aids to help her get along.

AFTER THE DERMATOLOGIST, I'd take you to a psychiatrist. I'd take you there with a great deal of satisfaction. Because for several years, I've had a theory that much of the benefit of toilet preparations is mental. The stimulus to your imagination, the little personal ceremony of the application, the perfume, all these have a definite psychological effect that is healthy, good for you. It arouses circulation, makes your eyes sparkle, your cheeks glow.

For years, I had watched with keen delight this "mental ingredient" of toilet preparations do its work on one woman after another, on tired busy housewives; brittle modern intelligentsia; haggard, driven women of business and the professions; bored, weary women of society and clubs. My theory of the psychological effect of toilet preparations worked for them all.

And so I felt tremendously interested when psychiatrists began to realize the rationalizing effect of using toilet goods. I think it is very significant that in several clinics and hospitals for mental patients, the doctors have established beauty parlors. It is their theory, which has been proved sound by experience with many patients, that if they can get a woman to take an interest in her appearance and in the care of her skin and hair, it is an important step toward creating for her a normal outlook on life. Obviously, then, for the normal woman, interest in herself and in the preservation of her youthful charms is a very sane outlet.

After the clinics, I'd take you to a famous beauty salon. And if luck were with us, we'd find the head of this great business fluttering about in command. She is well over forty, I am sure. She has been more than twenty years building up a world-wide organization, working like a driven woman under the tremendous pressure of her own temperament and ambition. She has had hard work, staggering responsibilities, worries, only fairish health—everything to give her wrinkles. And she has none, she looks no more than thirty. Because, even on days of mad rush, she has deliberately taken a few moments to pat on a good face cream, to slap on a brisk lotion to check coarse pores, to smooth in a rich skin food at bedtime over threatening lines and wrinkles. The veriest skeptic who saw her would be convinced that these moments do pay, that toilet preparations do bring results. They will bring results for you, too. I've seen them accomplish not magic but gratifying improvement in the appearance of hundreds of women in every walk of life.

I can picture you wondering how you are going to find those few moments a day. Once you establish a regime of beauty culture, and make it a habit, the time required is negligible.

You can apply a skin food or bleach cream to your face and neck after your husband has gone in the morning and the youngsters are off to school. Leave it on while you do your morning chores, while you straighten up the bedrooms and make out shopping lists and sort out mending and laundry piles. Wipe off the cream with tissues and apply powder when you are ready to drive down to market or to go fetch the children for lunch.

You can use an astringent "tie-up" for flaccid cheeks and double chin while you sew or read. Cleanse your face, pat and smooth it for a moment with a skin tonic or astringent, slapping quite briskly under your chin and along the jaw bone. Take a thin pad of absorbent cotton, wring it out of cold water, wet it with your astringent, fit it around your jaw line and throat. Tie this in place with a strip of muslin bandage, under your chin and over your head, tight enough definitely to lift your contour muscles. Leave it on for fifteen or twenty minutes while you read or sew or check your budget.

YOU CAN care for your hands even while you work with them. Keep a jar of rich hand cream or skin food on your kitchen work shelf. Rub a good bit of this into your hands after washing dishes or rinsing out stockings. Then put on a pair of cotton work gloves over the cream before you take up the broom or vacuum cleaner. You will be amazed at the quantity of cream your hands will absorb, especially if you live in hard-water country.

Brushing thoroughly with a good brush is the best thing in the world for your hair. It dusts it clean, exercises the scalp, and distributes the oil secreted by the glands to keep the hair lustrous.

Faithful brushing for several minutes will show results surprisingly soon. Try brushing your hair to the rhythm of the radio's tunes several minutes a day.

It doesn't take a lot of money to be a "thoughtful conservationist" of your youthful good looks. Four or five good preparations are an adequate stock for an average skin. This supply would last several weeks. Less than a dollar a week, I am sure, would cover a beauty budget adequate for your needs.

How to spend it? What to buy and how to use it? That depends on your type of skin, its present condition and its responsiveness to treatment which depends to a degree on your general health. These individual variations make the question of what and how to use too long a story to be told all at once. I shall answer these questions and many others for you during the coming months.

THE FIRST OF A SERIES OF ADVERTISEMENTS DEALING WITH ULTRA-VIOLET RADIATION IN THE HOME.

... this thing called ULTRA-VIOLET

IN 1801 JOHANN WILHELM RITTER, a German physicist, made a most interesting discovery. While exploring the theories of Sir Isaac Newton and others—that light was a series of waves (similar to waves upon the water) in the ether, and that color was caused by a difference in the lengths of these waves—Ritter found waves even shorter than the visible violet. Invisible waves so short that it would take 70,000 of them to make an inch. And thus he laid the foundation for the mighty development which scientific research has since weaned from the rainbow-hued sun in the interests of better living . . . this thing called Ultra-Violet radiation.

Like visible light waves, and the infrared and wireless waves, Ultra-Violet waves also have their function in the scheme of things. Apparently that function, in human beings, is to stir up the skin until it becomes a living laboratory, producing substances that go through the body, building up bone and flesh and keeping the system tuned-up.

Today modern science, measuring these Ultra-Violet waves with the Spectroscope, has divided them, according to length, into three classes: Near Ultra-Violet, Middle Ultra-Violet, and Far Ultra-Violet. Near Ultra-Violet rays—those waves closest to the visible—have some biological value. Far Ultra-Violet, on the contrary, is, in nature, carefully screened out by the atmosphere and never reaches us. (These powerful rays, studied by science through artificial Ultra-Violet sources, are dangerous unless prescribed by a physician and supplied under his supervision.)

According to present knowledge the Middle Ultra-Violet contributes most to better living. This is the Ultra-Violet which tans our skins—which is the dominating factor in producing Vitamin D. This "sunshine vitamin" promotes proper bone growth and blood content, resistance to disease and general well-being . . . And yet the power of ultra-violet penetration, as far as the human skin is concerned, is, at maximum, only about the thickness of this sheet of paper.

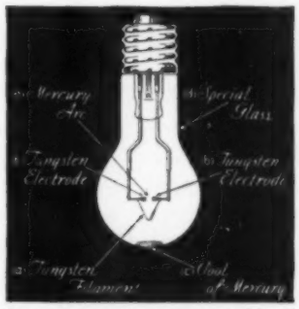
Now the scientists of General Electric Company, after years of research, have made these beneficial Middle Ultra-Violet rays available to the general public in the new G.E. Sunlight (Type S-1) Lamp. At a distance of three feet, this source, in a proper reflector, provides the same Ultra-Violet effectiveness as mid-day midsummer sunlight.

The Type S-1 Lamp is the first generator of Ultra-Violet to be offered to all, which embodies (with an adequate supply of Ultra-Violet radiation) the safety, the simplicity and the economy of the modern MAZDA lamp. Although it resembles a regular MAZDA lamp, the G. E. Sunlight (Type S-1) Lamp will not fit or operate in an ordinary lamp socket. *It must be used in a special fixture* such as the General Electric Sunlamp or the equipment made by other manufacturers.

This new G. E. Sunlight (Type S-1) Lamp is *safe*, because the bulb of special glass filters out the shorter wave lengths which are dangerous. It is *simple*, because it operates without fuss, noise or mechanism, at the touch of your fingers to the switch of the special unit. It is economical, because lamp and transformer (the transformer is part of the necessary special unit) consume only four hundred watts of electricity, and cost, on an average, only three cents per hour to operate.

In presenting, for home use, a safe, convenient way to get all the benefits of Ultra-Violet radiation found in midsummer sunlight, the scientists of General Electric Company have not attempted to provide a cure-all or a substitute, under any circumstances whatsoever, for the services of a physician in case of illness or disease. Used in the proper unit, the General Electric Sunlight (Type S-1) Lamp is for well people—that they may remain well—and retain the vigor, vitality, mental alertness and resistance to disease which Ultra-Violet provides.

In buying a sunlamp of any kind for the dark days of winter ahead, insist that the equipment you select contains the G. E. Sunlight (Type S-1) Lamp. It is the heart of modern man-made sunshine, and is sold in accordance with the requirements of the Council of Physical Therapy of the American Medical Association.



Just as a radio tube can ONLY function properly in a set designed for its use, the G. E. Sunlight (Type S-1) Lamp MUST be used in special equipment to obtain ultra-violet radiation.

The Type S-1 Lamp consists of a "V" shaped tungsten filament, two tungsten electrodes, and a pool of free mercury enclosed in a bulb of special glass.

When the current is turned on, the filament is heated immediately to incandescence.

A portion of the mercury vaporizes and an arc is formed between the electrodes. The light emitted is filtered by the special glass which transmits the most desirable ultra-violet rays to you.

The Incandescent Lamp Department
of General Electric Company
Nela Park, Cleveland, Ohio

GENERAL ELECTRIC
SUNLIGHT (TYPE S-1) LAMP

Join us in the General Electric Program, broadcast every Saturday evening on a Nation-wide N. B. C. Network.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

How a teacher persuaded her pupils to drink More Milk

A letter that will help every mother

"Last year I had a large group of Fourth Grade children—half of them seriously underweight! I decided to bring that group up to weight, and began by playing a sort of game to see who could eat the most nourishing breakfast, etc. But still the underweight persisted.

"Then I discovered that the average youngster doesn't like milk. We then had a contest to see who could bring in the most tempting milk recipe. One child brought Instant Postum-made-with-milk. The children loved it—*every one of them!*

"My task became ridiculously easy, and my little people went to their vacations rosy and round."

MISS GERTRUDE MCKENNY, Dearborn, Michigan.

Thousands of mothers have had the same experience!

MOTHERS and teachers, everywhere, have discovered that Instant Postum-made-with-milk is the *ideal* beverage for children. It combines the nourishment of milk with the wholesomeness of whole wheat and bran from which Instant Postum is made.

Let *your* children have this mealtime treat! It's easy to make—simply put a teaspoonful of Instant Postum in a cup, and pour in hot (not boiled) milk. Stir, and add a little sugar.

Try a cup of Instant Postum-made-with-milk, yourself. You'll find it a wonderful aid to sleep, because Postum contains no artificial stimulant.

Postum costs only one-half cent a cup. Mail the coupon for a week's supply, free, as a start. When you need more, you'll find that your grocer sells Postum.

Your grocer sells Postum in two forms. Instant Postum, made in the cup by adding boiling water, is one of the easiest drinks in the world to prepare. Postum Cereal is prepared by boiling, and is also easy to make.

© 1930, G. F. CORP.

Postum

A product of General Foods Corporation

MAIL THIS COUPON NOW!

POSTUM COMPANY, Inc., Battle Creek, Mich. F—P.M. 10-30

Please send me, as a start, without cost or obligation, one week's supply of

INSTANT POSTUM ..... ☐ (prepared instantly in the cup)
POSTUM CEREAL ..... ☐ (prepared by boiling)
Check which you prefer

Name_____

Street_____

City_____ State_____

Fill in completely—print name and address

If you live in Canada, address *General Foods, Ltd.*, Sterling Tower, Toronto 2, Ontario

Out of the MOUTHS of BABES

One dollar will be paid for each child's saying published in this department

FIVE-YEAR-OLD Mary was driving through the country with her daddy when, for the first time in her life, she spied some cat-tails in a swamp. "Oh, Daddy," she cried, shaking his arm. "Look at the hot-dog garden!"—*E. P., Divernon, Ill.*

GEORGIE was down in the basement watching a neighbor wash one Monday. She was using chlorox, which has an awful smell.

"Bud," he said to the son of the house. "Do you like that smell?"

"No," replied Bud.

"Does your mother like it?" Georgie asked.

"She can't smell," Bud replied.

After a pause, "Well, then how does she keep her glasses on?"—*J. F., Lawrence, Kan.*

LITTLE TOMMY, whose parents were the newest tenants in the apartment house, was visiting the spinster lady next door. When he was about to leave he looked around and asked, "Haven't you got a man?"

Somewhat amused, the spinster lady confessed she didn't have; she was the only person living in that apartment.

"You should worry," said little Tommy with airy sympathy. "Mama and I didn't know a soul before we met Papa!"—*W. MacD., Denver, Colo.*

RECENTLY we were delayed by a pair of "petters" who monopolized the middle of the road. "Isn't it disgusting, the way some people act?" said Father. "They could at least use the side roads."

Next morning, Dean, aged eight, who had been along, came to his mother and said, "Mother, wasn't it disgusting, the way those people acted last night?"

"Yes," agreed Mother. "I hope, Dean, you'll never do that."

"I won't," he replied. "I'll use the side roads."—*L. B., Wayland, Ia.*

LITTLE BERT sat at the supper table feeling very important over his recent ascension to the status of "uncle." Suddenly one of the family said, "Do you know, I think the baby looks like Bert."

"I shouldn't be surprised," said Bert modestly. "I've been around with its father a lot."—*P. L., Montreal, P. Q.*

HELEN had started to kindergarten and was always playing school with her little friends. Her father was raising chickens in the big barn on the back lot and she was often sent to see if there were any eggs. This time she called out, "All you chickens that have laid an egg, raise your hands."—*Miss M. Z., Kansas City, Mo.*

"WHAT is a cipher?" asked the teacher. "A cipher," was the ready answer, "is a little round hole in arithmetic."—*J. W. M., Bath, N. H.*

M GARMENTS

The PERFECT UNDERWEAR *for* CHILDREN

You know it's RIGHT—when it's a Minneapolis "M" Garment...

correct in style, comfortable, durable, tailored to fit and sized according to U. S. Bureau of Standards. The popular French type (short trunk) garments are made in styles for boys and girls, in all popular fabrics . . . including proper weight knit suits for cooler weather.

Those captivating Minneapolis "M" Flannelette Pajamas make early bedtime more popular. One and two piece garments in a variety of styles and exclusive patterns of Windsor "Unexcelled" Flannelette. For restless youngsters who throw off the covers, "M" Bi-Knit Sleepers provide complete protection. Baby is comfy in his Minneapolis "M" Foldover Shirt.

Minneapolis "M" Garments include every underwear need for infants and children from birth to sixteen years. Look for the "M" label . . . your guarantee of satisfaction. If you cannot find the garments you want, write us.

MINNEAPOLIS KNITTING WORKS
Minneapolis, Minn.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

NEW STYLES

By ELAINE DE FOREST
Fashion Editor

FALL FASHIONS for children from the tiny tot to the sixteen-year-old are particularly gracious this year with their boleros and capelets, their flattering collars and occasional embroidery touches. But whether your little girl is dressed for the classroom or a birthday party her outfit must be smart, first of all, in a simple, sturdy way. For everyone realizes in this age of child psychology that the youngster who is dressed with conspicuous prettiness is very apt to be uncomfortable and irritable.

Simplicity, of course, is most essential to frocks for play and school. For the very small child who is too young to go to school, a fluff of a bouffant skirt attached to a snug shoulder yoke and equipped with puffed or long gathered sleeves is enough to make a frock. No. 3228 is a very effective example and surely nothing could be more becoming to a short, round little figure. For these costumes which are worn in (*See opposite page*)

Back views are shown on opposite page.

3228
Trans. 22249

3052

2931
Mon. 65

3228—Frock. 1 to 5 years. 3 years requires 1½ yard 36-in. material, 1⅛ yard binding to trim. Trans. 22249, blue or yellow.

2931—Suit. 6 to 12 years. 6 years requires 1¼ yard 36-in. striped, ⅜ yard 36-in. plain, ⅝ yard 54-in. fabric. Monogram No. 65.

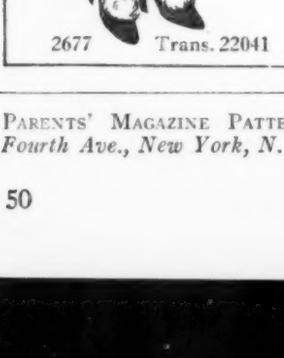
3052—Suit. 2, 4 and 6 years. 4 years requires 1¼ yard 36-in. dotted fabric, ½ yard 36-in. plain to trim.

2677—Bathrobe. 2 to 16 years. 12 years requires 2 yards 54-in. dark fabric, ½ yard 54-in. light. Trans. 22041, blue or yellow.

3298—Frock. 8 to 16 years. 10 years requires 1⅞ yard 54-inch check for frock, ⅜ yard 36-inch plain for collar and cuffs. Monogram No. 67.

3278—Frock. 8 to 15 years. 13 years requires 2½ yards 39-inch material for frock, ⅞ yard 36-inch allover lace for collar.

3276—Coat. 6 to 16 years. 14 years requires 2⅝ yards 54-inch material for coat, ⅜ yard 48-inch fur cloth for collar, 2⅜ yards 39-inch lining.



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ROYAL SOCIETY

NEEDLEWORK SPECIALS FOR TOTS FROM 1 TO 3

ROMPERS—

1 to 2 and 2 to 3 yr. One piece suit—excellent quality broadcloth, white waist, green pants—fully made, needs no trimming.

$1.00

No. 230

No. 201

PUSS AND PUP COVER AND PILLOW—

Stamped and hand tinted on good quality unbleached—

Cover, $1.00
Pillow, $ .50

No. 200

No. 243

SHORT DRESS—

Made Up—crisp white batiste — tucked and hemmed — needs no trimming.

$1.00

Floss to complete embroidery with instructions included in all packages.

These delightfully smart items are representative of the exceptional values found in the famous Royal Society Package Outfits, for years stocked as standard by the art needlework departments of the better stores of America.

Every Royal Society article is made of the most carefully selected material and of the finest workmanship. A circular showing the entire line will be sent upon request.

When ordering enclose cash, check or money order and article will be sent postpaid.

THE FRAMPTON COMPANY
13 EAST 22ND STREET
NEW YORK CITY

ROYAL SOCIETY

New Styles

(Continued from opposite page)

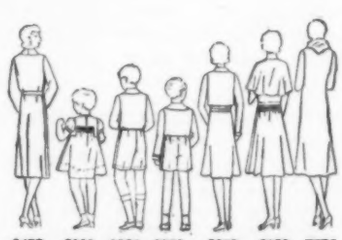
the even temperature of the nursery, quaint printed cottons are adorable as well as ginghams, broadcloth and percale. The same frocks in sheerer cottons and linens are very smart for "best." Smocking and bits of delicate embroidery that take no time at all to do give these models that French touch that makes ready-made frocks so prohibitively expensive.

The young miss who goes to school can't have too many trimly tailored woolen frocks. Perhaps this is a direct result of the recent Paris openings which included so many cloth tailleurs, for of course the designers of children's clothes are constantly on the lookout for adult fashions which may be played down to suit young wearers. But whatever the reason for their popularity, no one can deny the charm of cloth frocks like No. 3298, a girlish model with a very fashionable bolero and a crisp contrasting collar, not to mention the important hand-embroidered monogram. It is made of green tweed checked in tan and trimmed with a collar of tan piqué. But jersey, wool, crêpe, covert and flannel are all equally good.

The coats worn with these frocks are belted or slightly fitted and flared in a manner most becoming to the slender, growing figure. Many of them are finished with tailored collars while others have soft scarf collars of fur like No. 3276. The fabrics used for these coats vary from broadcloth, suède and tweed to chinchilla and the "teddy bear" pile types. Very often the coat is allied to the frock in color or fabric, as a heavy tweed coat with a matching frock of lighter weight tweed or possibly a green flecked tweed coat trimmed with brown and worn with a frock of brown jersey. In all fashions for children rouge red is a favorite, while gardenia green and the tans and browns follow closely.

FOR THE SCHOOLGIRL, the party frock is an important item. No. 3278, a feminine model, with its deep capelet and full skirt, so much like mother's party frock, is as charming as it can be. It is very sweet in organdie, crêpe or georgette trimmed with allover lace.

The two little suits on page 50 will please the active youngster. Both have trimly tailored shorts, while No. 2931 has a correctly styled blouse finished with a hand-embroidered monogram as a concession to mother's taste. No. 3052, for a smaller boy, has an adorable double-breasted blouse with a wide collar.



2677 3228 2931 3052 3298 3278 3276

Back views of designs on opposite page

Only genuine Zip-Ons possess these outstanding qualities

The Modern Way to dress children *for Outdoors*

SNUG and warm . . . Zip-Ons protect children from those abrupt changes in temperature which increase susceptibility to infection.

Zip-On outdoor togs are made of soft, durable cloths, smartly cut and beautifully tailored. The guaranteed fastener never sticks or rusts.

Zip-Ons are long-wearing and economical. They clean beautifully or may be washed.

Made in a full range of lovely colors. Sizes 2 to 10 years. Blouses and leggings may be purchased separately.

Sold in leading stores throughout the country. Ask your dealer for them. Distributors: Howlett & Hockmeyer Co., Inc., New York City.

ZIP-ON

This label in every genuine Zip-On garment—insist on seeing it, for Zip-Ons are guaranteed to satisfy

ZIP-ON

LEGGINGS · · BLOUSES · · SETS

All of the above are CERTIFIED ADVERTISEMENTS. See page 98 for Advertising Standards.

WHEN CHILDREN

FRET There are times when a child is too fretful or feverish to sleep. There are some pains a mother cannot pat away. At such times many intelligent mothers turn to Castoria.

Whether it's colic pains or the discomfort of sluggish bowels, doctors frequently advise that simple, time-proven treatment—a few drops of Castoria.

But don't stop its use when the baby years are over. Castoria is just as effective — given in proportionately larger doses, of course—for older children, even up into their teens.

Whenever coated tongues tell of constipation; or dull eyes and sallow color of sluggish bowels, depend on Castoria to correct the condition before it leads to more serious ailments.

Castoria is a pure vegetable preparation which cannot harm the tiniest baby. Yet it is always effective in helping to correct many of the ills which children have.

Many specialists recommend Castoria regularly for children as an aid to perfect health. If you haven't tried this dependable children's remedy, avail yourself of its help now! At every druggist's.

Fletcher's CASTORIA

POINTERS for PARENTS

Practical Suggestions Submitted by Readers

In our home two things have helped to make the continuing of taking a nap attractive for a three-year-old: One, a pinwheel gaily whirling at the window; another, a sand-glass to watch as she falls asleep.—*Mrs. R. I. C., Malden, Mass.*

Helping Son Study

I got a pointer for helping my son study from my husband's office where a stenographer answers the phone and does not let him be disturbed when he is busy. So now I take my son's calls while he is studying, writing down the numbers and messages for him. When his study hour is over he can do all the phoning he pleases. Since we began this practice of allowing no one to interrupt him while he studies he has been getting better marks at school.—*M. V. O., Minneapolis, Minn.*

Try a Magic Carpet

One mother whose house after play hours always looks as neat as the bride's next door has invented a splendid scheme, a "magic carpet" of denim which she spreads over the living-room floor. This has loops of strong tape on the corners and when play-time is over, or if callers pop in, it can be gathered up, toys and all, like a great big bag and hung on its own special hook in the clothes closet under the stairs.—*Mrs. A. K. C., Philadelphia, Pa.*

The Allowance Question

I feel strongly that an allowance, wisely adjusted to growing needs, properly supervised in an unobtrusive way and not supplemented by extra gifts, affords the best sort of training in handling money. There were three strings attached to my own allowance which began at the age of six.

The strings were: (1) I must keep an account and balance it weekly. (2) I must put a certain amount weekly in my little bank and this was duly transferred to my own bank account. (3) I must make my weekly contributions to Sunday school and church from the allowance. For the training thus gained, I am most grateful. Keeping accounts is second nature, and I early learned to enjoy a neat account-book. Saving and giving are almost instinctive: I should not think of managing an income, no matter how small, without allowing for these two items.

The allowance grew as I did until it finally became a clothing allowance. There were opportunities for earning small amounts at times of extra work such as housecleaning, but never an extra penny was I given because I wanted to have something someone else had. Such things I had to save for and buy myself. It taught me many valuable lessons.—*Mrs. P. J., Scotia, N. Y.*

Open Up the Davenport

My baby is three and a half months old and I find that she gets tired of her bed and buggy during the day; so I open up the davenport in the living-room and allow her to lie there for rest and exercise for about an hour each morning or afternoon. She seems to enjoy this period of freedom very much indeed. This is also a good way to keep the baby of one to two years off of the floor when he has a cold. Let him have his toys there in the living-room and play sick. He will find it much more pleasant than being kept in bed.—*Mrs. F. L. K., Preston, Ia.*

Spanish Soup

I induced my little boy, who didn't like vegetables, to eat them by offering to make him Spanish soup. He wasn't quite sure just what Spanish soup was, but it sounded exciting and so he said yes. He ate with gusto two large bowls of soup so thick with vegetables that it was gruel-like. When he was asked that other members of the family be permitted to have some he even hesitated because there might not be enough left for his supper! The liking for that soup persisted all through a season which would, except for this happy thought, have been very difficult. —*Mrs. G. G. C., College Place, L. I.*

A Color for Each Child

In one family of four small daughters closely placed as to age, it is difficult to distinguish the separate towels, face cloths, brushes, combs, union suits, sweaters and other belongings. I have selected for each child her most becoming color and now each has towels and washcloths bordered with her own color, underwear and socks marked with it and toothbrushes and toilet articles as near that color as possible. It saves a good deal of pandemonium at dressing time.—*Mrs. K. B. B., Cambridge, Mass.*

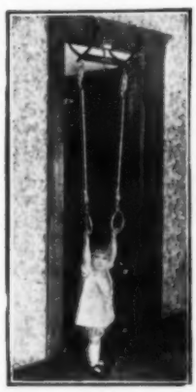
DOLLARS FOR IDEAS

If you have practical suggestions that would be helpful to others, tell them to us briefly. For every idea accepted one dollar will be paid on publication. Unaccepted contributions to this department will not be returned. Address, Pointers for Parents, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N. Y.

YOU SHOULD GIVE THEM,

ALICE MARIE
ON
HER "BUSY KIDDIE" SWING

In Spite of the Curtain Slide the "Busy Kiddie" Hanger Grips Door Trim Firmly Without Leaving a Mark



The "Busy Kiddie" Flying Rings with Hanger

The "Busy Kiddie" Trapeze with Hanger

The Busy-Kiddie TRADE MARK

the most wonderfully entertaining toy for young children, boys and girls alike, especially when the weather is so bad that they can't go out.

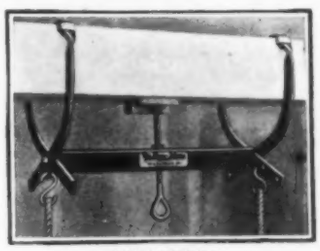
With a "BUSY KIDDIE"—the Doorway Gym—they will be perfectly happy though cooped up, housebound, in fact.

Swing, trapeze, flying rings and the patented Hanger constitute the "BUSY KIDDIE" Set, so it's quite complete. Just imagine, therefore, all the healthy fun and splendid exercise children can have as they vie with one another to do their very best stunts as every child loves to do.

Ideal as a Gift the Year Round

Beautifully illustrated folder free.

Sold by department and sporting goods stores, also direct.



PATENTED

The "Busy Kiddie" Hanger

It's patented, so there is nothing like it and the Hanger you see here is the very same shown in each of the other pictures.

Swing, trapeze and flying rings are all hung from this Hanger. It clamps over the trim of almost any door—an exclusive "BUSY KIDDIE" feature.

The Hanger which is tested to 350 lbs. is fastened or released by a few turns of the long screw.

The "BUSY KIDDIE" Hanger does away entirely with unsightly and treacherous screw eyes and it can be shifted from one doorway to another in a few minutes—anybody can do it.

STANDARD PRESSED STEEL CO.

BRANCHES BOSTON CHICAGO DETROIT

JENKINTOWN, PENNA.
BOX 503

BRANCHES NEW YORK SAN FRANCISCO ST. LOUIS

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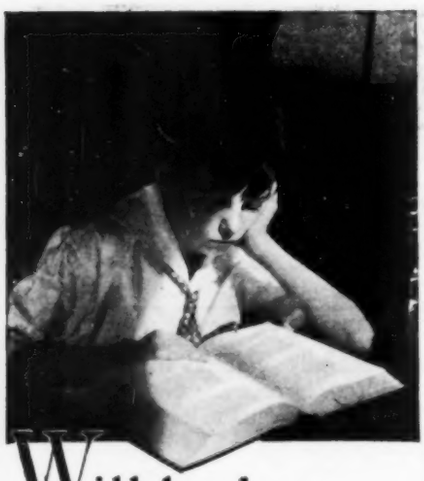


Will he be a success in Life?

A lot depends on this important lesson

YOU want your youngster to grow up to be a success in Life. Success comes only to the healthy. The weakling is soon left behind.

So watch your children's health, mother! Give them the right start in Life! See that they are "regular." And being "regular" means having at least one thorough bowel movement every day. See that they don't miss a single day!

When you find that Nature needs a little assistance—there's a pleasant way that doctors recommend. And that is taking an Ex-Lax or two—preferably at bed-time.

Ex-Lax is simply delicious chocolate combined with a scientific laxative ingredient approved by doctors. It doesn't gripe. It doesn't cause "embarrassing moments."

Ex-Lax is safe, gentle and effective. It's the laxative used for young and old in millions of homes.

Your druggist sells Ex-Lax. Or we will gladly send you a free sample if you will mail the coupon.

Keep "regular" with

EX-LAX

The *safe* laxative that tastes like chocolate

Free SAMPLE COUPON

THE EX-LAX COMPANY, Dept. P M-100
P. O. Box 170, Times Plaza Station
Brooklyn, N. Y.

Kindly send me the free sample of Ex-Lax.

Name .....

Address .....

City ..... *State* .....

© 1930 Ex-Lax Co.

What a P. T. A. Can Do

Leaders tell of worth-while projects

NOW WITH the reopening of the schools, Parent-Teacher Associations throughout the country are making their plans for another year of constructive community work. And we are happy indeed to be able to serve as a medium of exchange of helpful ideas between groups, hoping, as we do, that the report of a project carried out successfully last year by one group may prove the inspiration to another for a program of active service in 1930-31.—*The Editors.*

Wanted: Ideas!

Are you a member of the Parent-Teacher Association? If so, won't you send in to us helpful ideas and suggestions for such groups, or tell us what your association has done to promote friendliness and understanding between parents and teachers in your town, to add to the school equipment, to beautify the school, to stimulate better scholarship, or to provide better health and recreational opportunities for the children? For every suggestion published we will pay $2.00. Manuscripts submitted to this department will not be returned. Address contributions to Managing Editor, THE PARENTS MAGAZINE, 255 Fourth Ave., New York, N. Y.

I RECENTLY TAUGHT in a public school in a town where one family annually entertained the children's teachers at dinner. Preparing one's school wardrobe for the year always had to include a dress suitable to wear to Mrs. S's.

I well remember the last time we assembled there—sitting around in a circle in the living-room, admiring Mrs. S.'s hand-painted china and feeling a bit stiff—rather like orphans at a treat. To relieve this constraint, Mrs. S. said pleasantly, "This morning downstreet I met Mrs. T. and when I told her I was going to have the teachers this evening she seemed surprised. But I said to her, 'Anyone who is good enough for me to send my children to every day is good enough for me to ask to my house.'" I can hardly say we felt better after that!

This tactless remark expresses exactly the unfortunate attitude of many, may I even say of the majority, of parents toward teachers in small towns. The teachers are usually poorly paid, shabbily dressed, board in the humbler homes and also have the harassed aspect of overwork. They know no townspeople and associate with themselves, while the prosperous mothers living in attractive homes feel superior to them and show it.

This is all just to suggest that at the basis of every Parent-Teacher Association the parents' attitude toward the teachers be that of cordial equality, with no trace of patronage.—*Miss F. W. W., New York City.*

IN OUR PROGRESSIVE western town our Parent-Teacher Association established most attractive playgrounds and swimming pools and brought to life innumerable sports and wholesome activities under a special director employed by the city.

I should like to outline, if space would permit, the mechanism of our organization: How each separate grade in the schools had its own Mothers' Circle with a "grade mother" as leader, or chairman, and not only studied their child-psychology and discussed the living problems of the day, but handled specifically with the teacher the various problems of that group of children—keeping up to par the general scholarship, the physical welfare, with medical and dental supervision, and the wholesome social relations and school activities. These units, together with the "Pre-School Group," formed the Parent-Teacher Association of each ward school, these in turn uniting in one large, comprehensive organization and, like cogs of a master wheel, set into motion the forces which accomplished wonderful and lasting results.—*Mrs. A. F. A., Bradenton, Fla.*

PROBABLY THE BEST thing our local Parent-Teacher Association has done for education was to make possible the showing of fifteen historical moving pictures. It assumed the financial responsibility, feeling sure that the adult population of the town would aid it by buying season tickets and by urging others to do so. These correlated pictures, in forty-seven reels, produced under the direction of the Yale University Press at a cost of one and a quarter million dollars, are recognized as the most significant contribution yet made to this particular phase of education. They trace the history of the United States from the discovery of North America to the end of the Civil War, recreating only the most important events. No pains or expense have been spared to portray correctly the characters, their ways and customs, their modes of dressing, their habits and practices, their surroundings. Such pictures are not only an aid in teaching, but also impress the school child with a more vivid realization of the facts of American history.

The pictures were shown in the City Auditorium every Tuesday, in the afternoon and at night, too, for the first month; the others being shown twice a month throughout the school year. On each Tuesday afternoon the student body from the fourth grade to the senior class, accompanied by the teachers and the principal, enjoyed the pictures without charge. However, at night, the single admission for adults was twenty-five cents; for children, ten cents; while the season ticket sold for two dollars. The children of the fifth, sixth and seventh grades sold tickets and seemed very enthusiastic, since a prize of two dollars was offered to the one who sold most and one dollar to the one ranking next.—*Mrs. O. P., Welsh, La.* (*Turn to page* 97)

Children like KLEENEX *better than* Handkerchiefs

. . . and it saves washing . . . avoids reinfection from soiled handkerchiefs . . . and lessens the dangers of infecting others in the schoolroom or at home.

Any child prefers Kleenex to handkerchiefs for a cold. Naturally! Because Kleenex is always soft and dry, always soothing to inflamed little noses.

KLEENEX is a delicate tissue that is used just once, then discarded. This may sound expensive, but it isn't. Kleenex is remarkably economical—actually costs less than commercial laundering of handkerchiefs. And there's no trouble about lost handkerchiefs.

Small wonder, is it, that modern mothers are replacing handkerchiefs altogether with Kleenex for all members of the family? Many advanced schools are supplying absorbent tissues to children, knowing the way colds spread from the germ-filled damp handkerchief.

Other uses

Kleenex has many other uses, which make it an essential of modern living. It is considered the only safe and sanitary way to remove cold cream and cosmetics by many eminent beauty experts. Used for this purpose, it prevents the staining of towels, and renders obsolete the greasy "cold-cream cloth."

Kleenex is valuable for the bandaging of minor wounds. For cleaning spectacles and lenses. For applying cosmetics.

KLEENEX
Cleansing Tissues

May we send you a free sample? The coupon will bring one. Note the special quantity offer for teachers and nurses. If you wish to begin using Kleenex without delay, ask for it at any drug, dry goods or department store. It comes in three tints, as well as white. Colors are guaranteed safe and pure—and they are lovely.

Kleenex Company, Lake-Michigan Building, Chicago.

FREE SAMPLE OF KLEENEX

Kleenex Company, Lake-Michigan Building, Chicago, Illinois.
Please send a sample of Kleenex to: P M-10

Name.....

Street.....

City.....*State*.....

Special quantity offer for teachers and nurses.

Please send me.....samples of Kleenex, which I will distribute to children of the.....grade, in the.....school.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

"YOU DON'T KNOW WHAT I HAVE!"

IT'S the prettiest blue! And so soft and warm and snuggly! There's a funny little Playtot right in the middle. And five teeny Playtots at each end. I just can't make my dimples behave when I think about it.

Can't you guess? It's a blanket... a Baby Pepperell Crib Blanket. Mother found it in a store... and she bought sheets and pillowcases with blue borders, too. Now don't you think that I'm a lucky baby?

PEPPERELL MANUFACTURING COMPANY
Boston, Mass., General Sales Offices: 40 Worth Street, New York

BABY PEPPERELL CRIB BLANKETS

To Mother: Playtot is only one of the Baby Pepperell Crib Blankets that babies like. And each of the fascinating designs can be bought alone or with a Baby Pepperell Crib Ensemble of matching sheets and pillowcases. See them in your favorite Infants' Department.

Discipline for Parents and Children

(*Continued from page 23*)

of the child's life when, by reason of his inexperience, he cannot be expected to assume full control of his behavior? How is the parent to know when it is his business to exercise control and when he should allow that control to be assumed by the child for himself? Also, what is the real place of freedom in the experience of the child and of the adult? In order to answer this question, let us consider the fundamental activities of the young child which can be regarded as falling into two groups. On the one hand are certain bodily needs which ordinarily can be satisfied only through specific appropriate conditions, as hunger by food, sleep by quiescent surroundings, elimination by its peculiar circumstances, etc. Such activities are relatively explicit in the sense of depending upon one or a limited range of external conditions for which reason they are readily subject to control from without. On the other hand are needs equally compelling but less specific which can meet satisfaction in an infinite variety of ways, as the need for bodily movement, for sensory change, etc. Our position is that in regard to the young child, responsibility for directing the specific activities, which can fairly easily be circumscribed in terms of "routine," should rest with the parents, whereas for the less specific activities routine would be highly undesirable. In the former case, discipline in its narrower meaning of external regulation and control is relevant, as for the feeding routine of an infant where freedom should be at a minimum. But of the non-specific activities the reverse holds true, freedom will assert itself in the child despite attempts to impose external discipline.

THE REASONS for parental direction of a child's specific activities are not far to seek. To begin with, the young child's health is largely affected by his food, sleep, toilet habits; and to regularize these in appropriate routines represents the best care than can be given. Again, the child is not in a position to judge what is good for him; nor are the consequences of his actions likely to be so dramatic that he will read their meaning from an infringement of his prescribed routine. A child's power of perceiving casual relations is slight unless these are very direct, and his learning to do so proceeds but slowly. The parent, therefore, must judge when it is wise to let the child experience directly the consequences of his actions. Thus if a child refuses to eat, it is highly advisable to let him go without a meal, as this will do him no harm physically and is a direct demonstration that refusal to eat the food provided means not being hungry. On the other hand, one would not let a child eat, say, a whole cocoanut cake, for the consequence would be bad whichever way things fell out. If the child were sick, it would certainly indicate that his well-being had suffered from the debauch but it would not follow that he had learned the dangers of excess even though the incident were to leave him with a permanent aversion for cocoanut flavoring; if he were not sick, the situa-

 The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

tion could have no convincing value for him of the folly of a greedy consumption of sweets. Only when the consequences of an act are immediate, sure to follow and sufficiently dramatic to be really convincing should a child be allowed to experiment with his routine to see what will happen if he shifts the demands it makes upon him. Such experimental proof of consequences is in the main legitimate only with older children.

IT IS NOT our purpose here to discuss the details of training in routine habits. We wish rather to discuss the *methods* by which such training can best be effected. For either standpoint, however, the concept of discipline in regard to the young child as a positive régime of right habits established in relation to the daily routine is fundamental to our philosophy of child training.

If our end is self-regulation, how are we to safeguard the taking over by the child of the responsibility for managing his own routine? There can be no set answer to this question. Responsibility must be fed out to the child as rapidly as he is able to take it. But the catch here is that parents may be slow to recognize the child's development. Children often have to *steal their independence.* A child of five slips away from home, goes several blocks, crosses a car line, buys gum with her own money and sidles back into the family circle with the explanation that she has "just been taking a little walk." Should this be regarded as (1) a dangerous adventure, (2) a rebellion to be punished, (3) an indication that the child is ready for a degree of responsibility in the regulation of her own actions which the parents had not yet allowed? If we decide to adopt the latter position it should be remembered that we are not yet giving the child the freedom of the city to go where she likes and do what she likes, but we are prepared to enlarge her responsibility for self-directed activity provided she can demonstrate that she is watchful in danger situations, and that she is doing what is acceptable to the family group.

The independent child may steal his liberty, but what of the child who prefers leading strings, who shows no initiative on his own behalf? Here the parent may have to anticipate self-control by putting responsibility on the child. Just as parents find that instead of keeping a child in diapers till he is dry, they should stimulate him to be dry by putting him in pants, so a moderate amount of responsibility given just in advance of the child's powers may be the necessary stimulus to independent action on his part.

Watchfulness and anticipation on the parents' part will usually solve the question of when to hand over responsibility to the child. If the *parent's attitude* is right, there will be little difficulty in making this adjustment from the point of view of the child. The great difficulty is to get parents to *desire* and work for independence in their children.

It may seem that in all this discussion discipline has been magnified and freedom lost from view. But we have perhaps only now reached the point where we can think of *discipline as a means to freedom.* Thus in the care of the young child his everyday routine (*Turn to next page*)

Two little "Injuns" go on the war path against dirty hands

"WA-HOO. WA-HOO. Our attack completely washed out the enemy this time! *Germs*—that were hiding on our hands—waiting to make Sister and me sick.

"But they didn't get the chance. We cleaned up their camp with Lifebuoy, the soap that gets rid of germs."

• • •

Heap Big Bobby does sound ferocious! But he's only playing a new health game—with the Lifebuoy Wash-up Chart.

Try this game with *your* children. Start them keeping a "clean-hands" chart. Let them pretend they're "Injuns" fighting an enemy. Explain that they really are fighting a dangerous *health* enemy—disease germs. And that they are winning an important *health* battle—every time they wash their hands with Lifebuoy, the germ-removing toilet soap.

The Lifebuoy Wash-up Chart helps children understand this health lesson. It shows how hands pick up germs from objects everyone *has* to touch—books, shoes—doorknobs. The Life Extension Institute says that hands may spread germs of 27 diseases.

That's why child specialists everywhere advise the regular use of Lifebuoy. For Lifebuoy's rich, creamy, antiseptic lather removes germs as well as dirt. Keeps the complexion in wonderful condition—satin-smooth, clear, *radiant.* Prevents embarrassing body odor, too. Its fresh, *extra-clean* scent—that vanishes as you rinse—tells you Lifebuoy is a *real health safeguard.*

Free to mothers

Mothers, fill out and mail coupon below for free Wash-up Chart and trial size cake of Lifebuoy for each of your children. See what a marvelous time they'll have playing this new Lifebuoy health game.

LIFEBUOY
HEALTH SOAP
for face, hands, bath

free

LEVER BROTHERS CO., Dept. 2710, Cambridge, Mass.

Please send me free, Lifebuoy trial cakes and Wash-up Charts for my . . . children.

Name.....

Address.....

City..... *State*.....

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

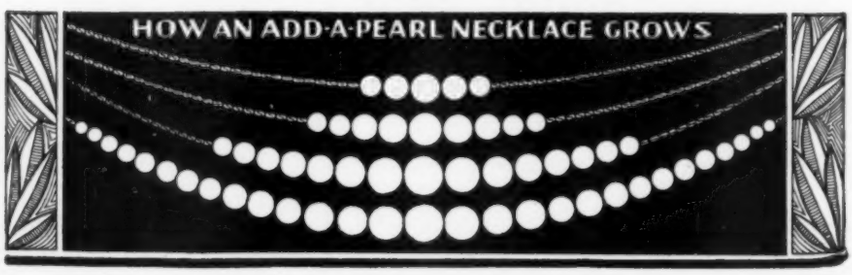
A dream come true

THERE is a hint of magic in the gleam of genuine Oriental pearls. Magic too, in the way an ADD-A-PEARL necklace grows to glorious perfection from a modest start. The happy owner counts with pride each addition to her treasured necklace. Every pearl carries a meaning or a message of love. As a member of the Pearl-a-Month club she is buying one of the smaller pearls each month out of her own allowance. Parents and friends always remember the ADD-A-PEARL on Christmas and birthdays and the necklace really lengthens astonishingly fast. Soon a grown up young lady will possess a strand of genuine Oriental pearls whose matchless beauty will be a constant source of delight.

An initial ADD-A-PEARL NECKLACE, of 8 pearls on a fine gold chain, may be purchased for as little as $10. Other prices range—$15—$20—$25 and more, depending on the size of the pearls. Group additions may be purchased from $10—single pearls as low as $2.

THE ADD-A-PEARL COMPANY, Chicago

Add-A-Pearls are Genuine Oriental Pearls



Discipline for Parents and Children

(*Continued from page 57*)

is a means to freedom. The child who rises, dresses himself and eats his meals promptly, who sleeps at the right time and who is well-regulated in his eliminative functions, suffers from a minimum of restraint by reason of these necessary duties—the rest of his time is set free for play. Also emotional conflict and its attendant frustration are largely eliminated when the child has learned to co-operate readily in the prescribed routine. Doing promptly and willingly what is expected of him is the condition of being free to do what he really likes. This is appreciated by children in the nursery school who on coming back from the washroom often call attention to how quick they have been with the added comment, "so I could get back to my blocks."

Similarly with older children if each is definitely held responsible for certain set tasks or chores in the household, the prompt discharge of this work leaves him free to follow his own pursuits. Parents should then be scrupulous about not invading the leisure of children by numerous demands for special services.

WITH THE ADULT, discipline usually expresses itself in ability to do with dispatch the things he has to do, and power to postpone enjoyment in the hope of an ultimate satisfaction greater than the present can yield. If we look honestly at our own experience, we will admit that the sense of freedom comes not from indulgence but from control; that is, from control not in the sense of mere negative restraining but of the *focusing of our powers on some desired end.* Inspiration waits on effort. Creative expression depends not so much on some vagrant wind of fancy as on the steady direction of our powers toward some end or goal.

Discipline is thus not an end in itself, but a means towards freedom and creative power. The temporary restraint put on our impulses is in order that ultimately they should find fuller satisfaction. Yet here our education fails if we have not been trained for freedom. We need to be educated to use our leisure in such a way that it will furnish the deepest satisfaction to ourselves as well as leading to forms of conduct which are acceptable to the society in which we live.

Just as it is the adult's duty to regulate a child's "routine," so, when it comes to play, his duty is *hands off.* To routinize this free activity by interference is to destroy it. He is getting his first experience in managing his own affairs, trying out his own capacities, exploring the world of fact and fancy. Adult regulation should restrict itself to seeing that the child has abundant material on which to exercise his powers and that he is safe from danger. Participation in the child's play is permissible provided the adult has the skill and imagination to do so at the child's level. Apart from this, play should provide relief from regulation and should afford opportunities for the development of independence and creative power. As the routine represents discipline in the life of the young child, so

 The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

play provides the counterpart of freedom. It is the parent's concern to facilitate both of these that they may form a healthful whole.

To sum up. Since independence, or the capacity for self-directed action comes gradually but at last truly expresses adulthood, we should endeavor to cultivate this in our children. Further, we hold that such a goal is realized through the correlative experiencing of discipline and freedom, with these tending to blend at the higher levels as the personality matures in self-control. Thus towards our daily work, if it be of our free choice, there is no attitude of constraint. In other words, freedom realizes itself in the doing of those things which we accept as being of worth. How then can we as parents help our children reach this goal for themselves? Definite leadership by the adult is, of course, necessary in the early stages if the growing-up process is not to prove abortive or twisted; such leadership, however, changes its form as the child passes from one stage to another until the level is reached where adult control rests on respect through deserved prestige, but always there remains a pervasive influence in the child's experience. Adult control intelligently exercised in the early stages of the child's life should secure for him an adequate experience at that level whilst preparing him for further emancipation as his development proceeds.

Plant Bulbs Now

(*Continued from page 27*)

two-inch covering of either peat moss or humus well down into it; powder it with enough air-slaked lime to show like the lightest snowfall over the surface and rake it back and forth until hardly perceptible. Winter quarters are then ready.

Youngsters or oldsters, be sure you get good bulbs for planting—good as bulbs and of good varieties. Not the most expensive kinds, of course, but some of the fine colors and the less common varieties. Then, of course, to have the earliest possible flowers and to have flowers over the longest possible interval will be urgent considerations; and to have the sweetest smelling, I suggest. There are deliciously fragrant tulips as well as hyacinths and daffodils.

With regard to the size of your bulb planting, make it modest for the first time anyway. To discover how many bulbs you will have room for of any given kind, reduce your space to square inches and then divide by the number of square inches each bulb requires. The proper distance between the different kinds is: crocus, 3 inches; jonquils (daffodils) and narcissus, 3 to 4 inches; tulips, 5 inches; hyacinths, 6 inches. Which means that you allow 9 square inches to a crocus, 9 to 16 square inches to daffodils and narcissus, 25 square inches to a tulip, and 36 square inches to a hyacinth.

Suppose we decide upon a space 18 inches wide by 60 inches long which will give room to plant two dozen tulips, half a dozen each of hyacinths, jonquils and narcissus, and a dozen crocus—fifty-four bulbs in all. Such a space is narrow enough to allow (*Turn to next page*)

Now! A Dramatic Food Discovery

stores the strange vitalizing properties of sunlight in FARINA

Every dish of this famous children's cereal equals in healthful sun-vitamin effect one hour spent in outdoor sunshine

ACCEPTED AMERICAN MEDICAL ASSN

This seal signifies that this product has been accepted by the American Medical Association.

FROM the time their babies are little, mothers know Quaker Farina. Child specialists advise these creamy, white granules of the inner part of wheat as the infant's first solid food. And because of its rich nourishment, Quaker Farina remains the child's favorite breakfast dish for years after babyhood days.

A new health quality

Now, by a special patented process, the health value of Quaker Farina is multiplied many times. By means of certain powerful rays like those in sunlight, Quaker Farina gains and can pass on to your child the bone-building vitamin effect of sunshine's ultraviolet rays.

Laboratory experiments show that in this healthful sun-vitamin effect, one dish of this famous heart-of-the-wheat hot breakfast food is equal to 20-minutes' exposure to noonday summer sun or to 3 hours of winter sunshine!

The Steenbock Process of Irradiation, developed at the University of Wisconsin, stores up in Quaker Farina the health vitamin of sunlight. Its reliability has been proved by countless tests over a 4-year period.

Start at once to give your children this vital new health protection. Quaker Farina is a food—not a medicine. Leading physicians prescribe it as an improved wheat cereal, not as a substitute for cod-liver oil or other medicinal concentrates. You'll find the new Quaker Farina at your grocer's. No change in taste. No change in price.

WARNING: Don't be confused. The mere fact that grain is grown in the sunlight does not give cereals the "sun" vitamin. The husk keeps out the invisible rays from the heart of the grain.

Only two cereals, Quaker Farina and Muffets (the new whole-wheat biscuit), are guaranteed to have the "sun" vitamin stored there by ultraviolet rays. The Quaker Oats Company has been granted the sole right to irradiate cereals by the Steenbock method.

THE QUAKER OATS COMPANY

Quaker Farina *The heart-of-the-wheat hot cereal*

Every morning except Sunday and every evening except Saturday and Sunday, Phil Cook, the Quaker Man, brings you his famous "one-man show." Hear him! Consult your local radio time table for your station and time.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

Do you give them the three R's . . and *neglect* the three D's?

THIS isn't fair to children. Healthy teeth are closely allied to healthy bodies. And the way to keep teeth in good trim is to stick to rigid rules about the three big D's . . . Dentist, Diet and Dentifrice.

At least twice a year to the dentist. Plenty of raw fruits, green vegetables and milk and...a thorough brushing after every meal with Colgate's Dental Cream.

Colgate's is safest for children's teeth because it contains only those ingredients which *clean*. It isn't intended to cure or prevent diseases of mouth or gums. The best dental authorities agree that no dentifrice can do this . . . and that medicaments intended for any purpose other than cleansing, may be harmful . . . they may upset the bowels or the digestion.

Dentists, physicians and men of science approve Colgate's. Their opinions are based on tests. You can well abide by their findings. Trust your children's teeth to Colgate's...and always watch the three big D's.

FREE—

First Aid for Mothers!

"The Way to Happytown" is a delightful little child's book about the adventures of Bob and Betty on the way to Happytown. In it is a tooth-brushing chart which appeals to the child's play instinct . . . and offers a reward for brushing teeth regularly. It is approved by educators and helps you to teach your children the clean teeth habit. Mail the coupon and get this book—free—with a free trial tube of Colgate's.

Colgate, Dept. M-905, P. O. Box 375, Grand Central Post Office, New York City.

Gentlemen: Please send me "The Way to Happytown" and free trial supply of Ribbon Dental Cream for.....Children.

Name.....Address.....

City.....State.....

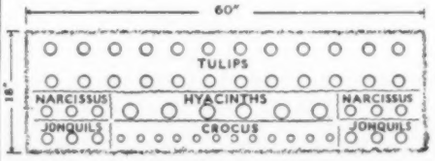
Plant Bulbs Now

(*Continued from page 59*)

a small child to reach across it and not so long that the work needed to prepare it can possibly discourage anybody. And while I would not always assemble so many different kinds of bulbs together in a small space, I think it is an excellent plan for beginners. For it makes it easy to compare each with the rest and so learn the different kinds as well as to notice carefully the distinctions between different varieties of the same kind, and thus to learn definitely which is which. The habit of learning plant names correctly cannot be fixed too early and we have passed the slipshod stage of gardening that made a fuss about them and called them difficult.

NOW FOR THE KINDS, colors and places. There will be 24 tulips, which allows 3 each in six of the *nine principal tulip divisions* or classes, with 2 each in the other three; 6 jonquils made up of 2 each of three varieties; 6 narcissus made up of 2 each of three varieties; 6 hyacinths made up of 2 each of three varieties; and 12 crocus, made up of 2 each of six varieties. Three inches in from the back of the little plot, put a row of 12 tulips, the bulbs 5 inches apart; and 5 inches in from this row put a second row, each bulb directly in front of one in the first row. Now find the exact center line of the space, measured from end to end; and 3 inches each side of this and in front of the second tulip row, put hyacinths; then 6 inches from these another and 6 inches from these the final two. That is, work from the center line towards the ends in setting the hyacinths. And do the same in setting the crocus, which are to be 1½ inches back from the front of the prepared space or border. Start with one on each side of the center line and 1½ inches away from it; then put them each way from these allowing 3 inches between. And finally, put in 3 narcissus between the last hyacinth and the end of the border on each end; and 3 jonquils directly in front of these, between the last crocus and the end of the border. Last of all when the ground has frozen, cover the whole space with four inches of loose straw, peat moss or humus. And there you are! Until spring anyway.

When it begins to get warm take off a layer of this winter blanket or the bulbs down underneath may grow too fast, and maybe get nipped by a late spring frost. Little by little take it all off, except the fine particles which will work into the earth when it is cultivated. And then finally, when the blossoming is over and the flowers all gone, let the bulbs all go on growing until their leaves dry up and look dead. Then dig up the hyacinths and the tulips, leaving all the rest in the ground, and clean these and store them in a dry, airy place; and plant them all over again *next* autumn.



FRONT OF BORDER

HOME MOVIES

By LOUIS M. BAILEY

Amateur Cinema League, Inc.

MORE FILM FUN

READING of the "Endless Chain" camera trick in the August PARENTS' MAGAZINE, Dr. Ernest E. Tippin of Wichita, Kansas, worked out a most interesting variation of the idea which it is our privilege to pass on to other cine fans among our readers. He first showed a long shot of a group of children around a barrel on the brow of a small hill. Then he filmed a series of semi-closeups of the children entering the barrel, one by one, they being careful, of course, to keep out of sight upon emerging through the other end of the barrel. When the barrel, on the screen, would seem to be incredibly full of youngsters, he then took a long shot of the barrel rolling down the hill. The next scene, cut into this shot, was of a box marked "Dynamite." Cutting back to the rolling barrel it was seen to hit the box of explosive. This was followed by a startling explosion which was procured by setting off a flashlight powder mixed with a little black gun powder to make more smoke. And then, as seen on the screen, the children began dropping to earth, this being arranged by filming them as they jumped from a tree which, of course, did not show in the picture.

It is to be hoped that other readers of this department who have been experimenting with cine tricks will share the story of their successes by sending the data to THE PARENTS' MAGAZINE.

DISTORTION—If you remember the amusing effects which are given by the distorting mirrors in the "crazy houses" of amusement parks, you will realize how mirthful such results can be if filmed for the silver screen. The short will become tall, the lean will appear fat and strange indeed will be the grimacing faces which appear. Distortion lenses are available for this effect, or it can be secured by filming through the bottom of a glass tumbler. By revolving the glass as you shoot, astonishing convolutions are secured. Care should be taken that direct sunlight does not fall on the glass.

WINDOW WONDERS—A large window or glassed door on the ground level or a broad automobile door will provide the means for some unusual and interesting shots. For example, take a closeup of a person looking through the glass with his face but an inch away from it. Be sure the glass is so polished that it will be invisible on the screen. Have your subject suddenly press his nose and forehead against the glass. The filmed result will be most ludicrous and few of your audiences will know how the effect was secured. It also provides a cine thrill if you take a picture, through the window, of someone sprinkling the lawn and, without warning, have him turn the stream on the window. The water will seem to be coming straight toward your spectators and startled expressions will be general.

The CHILDREN KNOW IT.. DO YOU ?

Nowadays **ABC** *are precious* **VITAMINS, and Bananas** *have all three!*

THEY teach health as well as writin' and readin' in the schools these days. They stress the importance of fruit in the diet. Bananas especially.

Teacher even tells about the banana's vitamins. (Some foods have one or two, but this health staple has three, you see.)

Then there's the story of the banana's minerals — those amazing little workers that build sturdy bones and strong, even teeth. The easiest part of all to explain is the digestibility of bananas. For that, as with all other fruits, is just a matter of eating them *ripe* . . . Leave it to the teachers, and the rising generation will know its bananas—from A to Z!

Mix 1 chopped banana, 3 teaspoons cocoa, 4 tablespoons sugar, 2 teaspoons vanilla with one cup left-over cooked cereal. Mold, chill, and garnish with sliced bananas. Serve with or without cream.

P.M. 10-30

BANANA GROWERS ASSOCIATION
17 Battery Place, New York City
Canadian Office:
1171 St. James Street West, Montreal, Canada
Please send new recipe and menu booklet, "Bananas in the Modern Manner."

Name.....
Address.....
City.....State.....

BANANA GROWERS ASSOCIATION

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

Protect his *"baby" teeth*

THEY ARE so important if he is to grow up healthy — and with sound, regular *permanent* teeth. But how will you decide the best way to care for your child's teeth and gums? You read so many conflicting theories. There are dozens of different dentifrices. Which is right?

In order that the greatest authorities might answer this question, E. R. Squibb & Sons asked a leading research institution to tabulate opinions among 50,000 practicing dentists. Here is the summary of the replies received:

95% of the answers stated that germ acids most frequently cause tooth decay and gum irritation. . . .

95% of the answers agreed that the most serious trouble occurs at The Danger Line, where teeth and gums meet. . . .

85% stated that the best product to prevent these acids from causing decay and irritating the gums is Milk of Magnesia.

Isn't this conclusive evidence that Squibb Dental Cream will protect your child's teeth and gums? *For it is made with more than 50% Squibb Milk of Magnesia.*

Squibb's is so safe too. It contains no grit, no astringents, nothing which might possibly injure. Get a tube. Use Squibb's yourself. See how it cleans! Feel how it refreshes your mouth and gums.

Copyright 1930 by E. R. Squibb & Sons

SQUIBB
Dental Cream
GUARDS THE DANGER LINE

BOOKS for PARENTS

Recent Publications of Special Interest

Self Reliance, by Dorothy Canfield Fisher. *Henry Holt.* $2.00.

Whatever Dorothy Canfield Fisher writes is fascinating. She is that rare combination of a novelist who is also an illuminating thinker. This book is not a novel, but it reads like one. It was written fifteen years ago and is still not out of date, for it had the happy good fortune to deal with fundamentals of human behavior in ways so sane and enlightening that it stands unshaken in spite of the vast amount of psychological research that has since been remaking the world. Mrs. Fisher looks a little wryly at her fifteen-year-old, musty, dusty, Mathew Arnoldish title. Today, she says, she would have come spryly up to date and called the book: "Conquering the Inferiority Complex." But what is a mere title when the idea's the thing! "I am not sorry," she writes, "to keep the old plain name as it goes out again on its own errand. It suggests, I hope, something of what it is, no theoretical discussion of the inner need of the child to attain independence, but a number of definite folk-simple suggestions as to ways and means by which in ordinary life that process may be helped along." And that is what the book is. Any parent who has a child that seems to be headed toward a permanent babyhood—no, better, any parent who has a child at all, will find here concrete illustrations of the ways in which the youngster can be helped to master the blessed art of standing on his own feet and facing reality without a whine. In fact, the parent may be helped to master that art himself. For—tell it not in Gath!—it seems fairly clear that these dependent youngsters are usually not born that way but are fondly made that way by their dear, sentimental procreators.

The chapter headings tell the story of the book. Among them are "Self-Help in Early Childhood," "Childhood Under Apartment-Hotel Conditions," "The Robinson Crusoe Instinct," "Social Self-Reliance," "Financial Self-Reliance and Responsibility," "Allowances," "Adolescent Girls," "Modern Parents and Schools," "New Schools for New Towns," "A Place for Common Sense."

The alert modern parent is becoming educated on his job. He sometimes, however, gets a bit bewildered amidst the academic din over instincts and reflexes, habit patterns, learning plateaus and the rest. Here is a book that will not only quiet his nerves but will give him a sure sense of direction.—*H. A. Overstreet.*

Adolescence, by Frankwood Williams. *Farrar & Rinehart.* $2.50.

Dr. Williams has collected some of his most effective lectures in this new and valuable contribution to our understanding of the eager youth of the country. It is to this youth he turns for future leadership, a leadership unhampered by the unconscious emotional prejudices that have involved many of the present leaders.

Dr. Williams feels that freeing the college man and woman from these childhood entanglements offers the quickest solution of wise leadership for the future, since, though "all of the ablest young men and women of college age are not in the colleges, nor, of course, are all the future leaders to be found there, on the whole, the men and women of our colleges represent our best, and from among them will probably come most of those to whom the community must look for leadership . . . . Given an opportunity to come to grips with their problems, the average college man or woman handles them admirably. They are keen. They are anxious to know; they have not yet settled so deeply into any one groove that getting out is too painful; they are not afraid; they are not convinced that things are good because some one has said so, or bad because so denominated . . ." etc.

The tone of the book is optimistic. While here, as in all the new psychology, the point of view is that emotional tie-ups lead back to childhood fears and loss of security, the fact is emphasized that parents must not be blamed, since they themselves are the victims of their parents' unconscious errors.—*Blanche C. Weill.*

The Modern Parent, by Garry C. Meyers. *Greenberg.* $3.50.

To the reviewer this seems the best general book for parents since "The Everyday Problems of the Everyday Child."

Dr. Meyers is a most friendly, genial soul, and his writings reflect himself and his own struggles as a parent. He has had his own first-hand experiences which he shares with the reader, both successes and mistakes.

The ordinary difficulties parents find with their children and children find with their parents are dealt with here; not the very special problems of abnormal shyness, abnormal egotism, abnormal anything. And parents are encouraged, not discouraged, in the reading. They are not made to feel hopelessly inadequate. They are urged to take stock of their successes as well as of their failures.

There is some repetition, due to many

Any Book by Mail Postpaid

Our librarian will be glad to order and mail to you any book published in the United States. Checks or money orders to cover the regular retail price must accompany orders. The books will be mailed postpaid to any address in the United States or Canada. If the price of the book is unknown, send $3.00 and we will remit the change. If $3.00 is not sufficient, we will advise you. Address Librarian, THE PARENTS' MAGAZINE, 255 Fourth Avenue, New York, N.Y.

of the chapters having appeared as articles in various magazines, an occasional reference forward that should have been backward, but such small imperfections cannot interfere with the enjoyment of the book, full of wholesome cheer and good humor, the whimsicalities of the anecdotes and the sympathy and encouragement of the author.

Readers who do not already know of his letters to parents published by the U. S. Bureau of Education may be glad to write to Washington for them. They sound the same note of clearness, practicality and encouragement, and cover a somewhat different field from that of his present volume.—*Blanche C. Weill.*

Foundations of Mental Health, by Leonardo Bianchi. *Appleton.* $2.50.

The publication of this book just preceded the author's death, which occurred while addressing an assembly of the Royal Academy of Medicine in Naples, where he was professor of Nervous and Mental Diseases. It is therefore the last message to humanity of a profound thinker and an earnest student of neurology.

While the problems considered are applicable in the main to conditions prevailing in Italy, the chapter on alcoholism is perhaps the one of most vital interest to American readers. In it, Dr. Bianchi tells us that the consumption of alcohol is detrimental to the nervous, muscular, and psychic functions of the human organism, and that alcohol, even in moderate doses, exercises a paralyzing influence, causing gradual deterioration. His conviction is that there has been a slow alcoholic intoxication of the Italian people for centuries, which accounts for the tendencies which he finds in them towards deficient tenacity in civil enterprises, general contentiousness, and an alarming increase of criminality. The evils of alcoholism are ranked by Dr. Bianchi with those of tuberculosis and syphilis.

In the other chapters he takes up questions of eugenics, mental hygiene, sex education and criminality. His point of view is that of the intelligent and tolerant investigator into cause and effect, who deplores certain ugly realities, but is conservative in the suggested remedies. As Dr. Francis X. Dercum, the eminent American neurologist, says in his foreword, "It is refreshing to note the lucidity and sanity of his presentations, and his freedom from fads."—*Amy F. Greif.*

Some Effects Produced in an Individual by Knowledge of His Own Intellectual Level, by Clinton M. Allen. *Bureau of Publications, Teachers College, Columbia University.* $1.50.

A study tending to disprove the contention that knowing one's I.Q. is harmful.

Educating for Peace, by Elizabeth Miller Lobinger and John Leslie Lobinger. *The Pilgrim Press.* $2.00.

An excellent manual for parents and teachers who realize the tremendous importance of developing in children that highest patriotism—a love of peace. Practical methods, including games, a list of pageants and numerous books, for encouraging an attitude of international good will are suggested for use in home, school and church.

Mothers!

Here in five handsome volumes is a wealth of the most carefully selected material to help *you* in guiding and instructing *your* children.

The Kindergarten Children's Hour

Edited by Lucy Wheelock

Head of the Wheelock School of Kindergarten, Boston

is endorsed by America's Leading Authorities

YOU will find many, many things in these books that you can find nowhere else. For instance, there are 135 splendid stories in one volume adapted especially for very little children—and such stories are the most difficult to find. Another volume is full of helpful advice by one of the world's leading experts on child training. A third volume explains in a fascinating, intensely interesting way the everyday things of life a child wants to know. Still another volume is packed full of suggestions for games and things to keep little minds and fingers busy on rainy days. And lastly a volume of songs that children love, together with singing games.

Space prevents further description of these wonderful books, but just fill out the coupon below and the five volumes come to your door for a week's inspection *free.*

Send this coupon now

Houghton Mifflin Company, The Riverside Press
Cambridge, Massachusetts

Please send me the five volumes of *The Kindergarten Children's Hour.* If they are not just what I want, I will return the books within seven days after receiving them, without obligation, or, if satisfactory, I will pay $1 within seven days after receipt of the books and $2 a month thereafter for seven months, or $14.25 within seven days after receipt of the books, in full payment. This offer is limited to U. S.

Name.....

Address.....

P M 10-30

City..... State.....

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

More and More

COLDS

now Treated Externally

Children's colds must be treated promptly, of course, but constant "dosing" so often upsets their delicate little stomachs. That is why mothers especially appreciate Vicks VapoRub, the modern method of treating colds *externally*.

Acts 2 Ways At Once

Just rubbed on, Vicks acts through the skin like a plaster and, at the same time, gives off medicated vapors which are breathed in direct to the inflamed air-passages. This two-fold action, so ideal for children's colds, is equally effective for adults.

Trend Away From "Dosing"

Each year more and more colds are treated this better external way, and today the whole trend of medical practice is away from needless "dosing." To keep pace with the ever-growing demand, the famous Vick slogan has again been changed. There are now "Over 26 Million Jars Used Yearly"—a jar for every family in the United States.

VICKS
VAPORUB

OVER 26 27 MILLION JARS USED YEARLY

What Is Adolescence?

(*Continued from page* 18)

parents or teachers have tried to push a child beyond his physical or mental capacity, or when the child has been put into a situation making for sorrow or conflict, such nervous symptoms appear. Perhaps these are not due to any strain of preadolescence at all but to a lack of such a stabilizing element as calcium, often needed in larger amounts than we realize and in certain relative proportions of calcium and phosphorous which might not have been obtainable through food. Even a habit such as enuresis (bed wetting) is linked up with this low calcium problem. This important bone and muscle building element (calcium) is found primarily in milk, of which the adolescent, as well as his younger brother or sister, should get a quart a day, either as a beverage or cooked in other food. For overweight children the milk may be skimmed. Calcium is also found in green vegetables and germs of cereals but never in white bread or potatoes, meat or pie. In recent years, chemists have devised several delightful forms for adding calcium to the diet. We can now even obtain it in the form of candy, which if one *must* have candy is a form not only good to the taste but good for children.

IN ORDER to be sure that the extra calcium is being absorbed by the body, we need the help of the parathyroid gland and, properly supervised by a physician, dosages are given by mouth or by hypodermic injection. Viosterol, a concentrated Vitamin D is also most helpful when calcium is given. Therefore, realizing how much calcium and its proper gland accompaniments can do, before many years we may have much that is helpful along other than psychological lines to offer for many behavioristic phenomena.

From a general health standpoint for undernourished children, cod-liver oil or combinations of viosterol and cod-liver oil, adding food value and Vitamin A as well as D, are helpful.

Unexplained stomach aches, especially those coming on after school hours, suggest eye strain which is one of those referred aches and pains which though hard to explain are nevertheless real. It is most important that vision difficulties be corrected and that eye muscle unbalance be discovered and exercises given for it before they add their part in producing nerve tensions at adolescence.

We advise a great deal of outdoor work and play for the adolescent and whenever possible a period of relaxation at noon, hours of study interrupted by rest or play and a diversified outdoor life, preferably with such activities and responsibilities as may be found in the country or on a farm. Looking forward to the individual's leisure life as an adult we recommend also some form of manual training for girls as well as boys —something which is adapted to the individual and really appeals to his interest.

As all adolescents do not have the same type of body build, nor react in the

same way to environmental stress, it is important that their posture and foot condition and muscle strength be estimated by a periodic health examination. It may be necessary for some children to have an individual program in gymnasium and a special type of athletics. One may have a strong back and good foot muscles yet slump badly in standing and sitting. It is most helpful for the child with markedly faulty posture to have individual corrective exercises. Children may look well built yet have little or no physical endurance. Because the picture varies with each child, I would suggest such an examination before specifying the type of exercise to be taken. It is generally accepted that before starting competitive exercises and games a thorough heart examination should be given. If the heart is found to be rapid or not to return to its usual rate of beat after specified exercise some action must be taken in each case, though no definite rule can be given. In such cases physicians usually advise a slowing up of the tension in school, especially the long hours of home work or cramming for examinations, and urge more outdoors and sunshine. When the heart acts in this way one omits competitive games, which are played to win for the honor of the school and therefore involve considerable excitement and strain, as well as high diving, pole vaulting, and other similar breath-taking activities. This does not usually indicate a diseased heart, but an intermediate period when the growth of the chest and the organs contained within have not properly adjusted themselves.

Long hours of sleep, from 8:30 P. M. to 7 A. M., are *more* needed by the adolescent than by even the younger child. This usually makes for a special problem in families of two or more children. For, the one from thirteen to fifteen cannot realize why nature needs so much time for recuperation and building when the youthful inclination then seems to be for later hours, excitement and the acquiring overnight of the habits of grown-ups!

THE STOCKY TYPE child will usually be glad to tumble into bed at 8:30 P. M. and will sleep through the night if the diet is adequate and not too rich and if the outdoor activity is wisely arranged. Whereas the lean overactive girl or boy, no matter how healthful the régime, will be hard to persuade to leave books or the radio or whatever looms uppermost in his mind, "just to go to bed." However, his type needs sleep even more than his stocky brother or sister. For both types it is their last chance to store energy for the years to come. We believe that the long night's sleep should never be disregarded and in addition, whenever possible, there should be a rest period after the noon meal, which good advice applies equally well to both sexes of all ages!

There are special points to be discussed with reference to the adolescent girl and the adolescent boy which will be treated in subsequent articles. I wish to emphasize in this article the idea of a health balance, a perfectly working machine of a body, called upon suddenly to bear an extra load. Adolescence is the adjustment to that load.

When It's Time to Wean the Baby

WEANING time is a critical period in the life of the baby. His future health will depend on the correct choice of food.

Pure milk, either fresh or evaporated, and *Karo Syrup, supplemented with cod liver oil and orange juice are the requisites of a complete and easily digested infant diet.

Karo Syrup and milk formulas are simple, inexpensive and highly beneficial. Doctors and hospitals throughout the country are recommending Karo especially for babies.

Ask your physician about Karo—not only for your baby—but for the growing youngsters as well.

FREE TO MOTHERS!

"The Food of the Infant and the Growing Child" is a practical, helpful booklet written by one of America's leading baby specialists. Mail the coupon below for your copy.

***KARO** is the familiar Syrup sold in grocery stores everywhere. This delicious syrup is a pure mixture of dextrin, malt sugar and other simple sugar derivatives which is digested with remarkable ease and provides the elements for energy and growth.*

CORN PRODUCTS REFINING CO.
Dept. P-10, 17 Battery Place, N. Y. City

Please send me my copy of "The Food of the Infant and the Growing Child."

*Name*_____

*Address*_____

*Town*_____ *State*_____

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

"I'll be good—

If you make me comfortable"

There's nothing you would not do, of course, to insure your baby's health and happiness. But in your attention to regular feedings and measured weight, don't overlook the simple little things that mean so much in comfort.

Just suppose you had to lie for hours at a time in a perambulator! Wouldn't you just love a gentle body massage after the bath? "Vaseline" Petroleum Jelly is best for this purpose. It keeps the new, tender skin in such splendid condition, prevents and heals those little skin troubles that loom so largely unpleasant in baby's life—chafing, "cradle cap," small scratches and bruises. And don't forget to rub a little on red, inflamed buttocks when you change his diaper.

Besides its value in keeping his skin smooth and comfortable, "Vaseline" Jelly is splendid to relieve infantile snuffles. Rub it gently over the bridge of the nose and apply a bit up the nostrils on a cotton swab.

There should be a special tube of "Vaseline" Jelly in your medicine chest for the baby's private use.

And remember when you buy that the trade mark Vaseline on the label is your assurance that you are getting the genuine product of the Chesebrough Mfg. Company, Cons'd, 17 State Street, New York.

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Vaseline

REG. U. S. PAT. OFF.

PETROLEUM JELLY

Milk in Four Forms

(*Continued from page 30*)

come out of one of the convenient little cans a provident mother keeps stored economically on the pantry shelf. For those who have never got the distinction clearly in mind, we want to explain that there are three kinds of "canned milk" which are all valuable aids to the housewife. However, each differs from the others in certain respects, which should be carefully considered, as the milk is prepared for use.

What is commonly known as condensed milk is fresh milk which has been reduced in volume by heating and preserved by the addition of a slightly more than forty per cent proportion of cane sugar. The heat used in the process is not high enough to sterilize it though most of the bacteria and ferments are destroyed. Experimental evidence shows that the vitamin value of condensed milk has suffered little injury during the process of condensing. Two tablespoonfuls diluted with two-thirds of a cup of water give the approximate equivalent of a glass of milk in calories. But it can never be considered as a substitute for whole milk because the large percentage of cane sugar is not equivalent to protein or fat or minerals, in promoting growth. It is not, therefore, a safe food for babies in the hands of the average mother without medical supervision. Its principal value is in the kitchen in the making of sweetened foods such as puddings, sweet drinks, ice creams, etc.

EVAPORATED MILK is fresh milk, with nothing added to it, which has been heated to a temperature near the boiling point and reduced to one-half its original volume. It is then placed in cans and sterilized. If used when the can is first opened, it is practically free of all germ life, in this particular resembling boiled milk, and like it, is superior to pasteurized and raw milk in sterility and digestibility. It has the further advantage of having been "homogenized," which means that it is put through very fine holes under high pressure so that the fat globules are broken up and remain suspended throughout the milk, giving it a creamy texture instead of rising to the top, as in bottled milk. The fat globule in cows' milk is much larger than in mother's milk and its casein (protein) makes a hard curd in the human stomach. By breaking up the fat globule and sterilizing the milk, a soft fine curd is obtained in the acid digestion of the stomach, resembling that of mother's milk closely, and making it more readily digestible.

Dr. McKim Marriott and Dr. Joseph Brenneman have both made extensive comparative experiments with milk formulae for babies using evaporated milk in comparison with breast milk. Normal children did equally well with evaporated milk and breast milk (all getting orange juice and cod-liver oil) while undernourished infants and those with intestinal troubles, especially diarrhea, did very much better on the evaporated milk mixture.

Feeding experiments on animals tend to show that vitamins A and B and probably D are not appreciably injured by evaporating the milk. Vitamin C, however, appears to be harmed by the extreme heat and, therefore, scurvy preventing fruit juices are especially necessary when evaporated milk is fed to children. However, as these antiscorbutic fruits should be given to all infants artificially fed this does not necessarily imply a serious lowering in the nutritive value of evaporated milk. By diluting with an equal volume of sterile water, evaporated milk can be reconstituted to the approximate consistency of bottled milk. It has a slightly caramelized taste which some children enjoy at once and others have to be taught to tolerate in their drinking milk. Evaporated milk is sterile if used as soon as the can is opened. Once exposed to the air, however, it must be kept cool in the refrigerator, just like fresh milk. Its price, which varies from 9 cents to 11 cents for the equivalent of a quart, is less than the cost of an equal amount of bottled milk.

THE THIRD FORM in which canned milk comes to the kitchen is as a powder. Drying milk began as a means of saving the skim milk which was a by-product of butter and cream. But now fresh *whole* milk is being dried on an extensive scale and by a process which alters its constituents little if any from their state in fresh milk and spares all the vitamins that were originally present. When reconstituted, by the addition of eight parts of sterile water (by weight) the butter fat retains its globular form and emulsifies readily, the actual size of the globules having apparently been reduced (as in the case of the evaporated milk just considered); the albumen is not coagulated and the casein is not toughened and is still soluble in water. Like the evaporated product, dry milk has been sterilized and is therefore more readily digestible than raw milk, which it resembles closely in taste. It is sold in tin receptacles of different sizes, in which it will keep for a long time if tightly covered and kept in a relatively cool place. The best preparations made especially for children retail at a price which makes the cost of the reconstituted milk about 20 cents a quart.

According to experience abroad, dry milk from which approximately half the cream has been removed before drying (so-called half-skim dry milk) has apparently distinct advantages in the feeding of very young infants. Possibly these are due to the fact that in the dilution of this milk a mixture relatively high in protein and sugar and relatively low in fat is obtained without the addition of extra sugar or casein, and such a mixture has a nutritive value sufficiently high to produce normal growth. For older infants, over 6 months, dry whole milk mixtures seem more advantageous than dried half-skim milk mixtures since from this age on a child needs and can digest more fat.

So much for the special properties of milk in its various forms. Now to get back to providing for Cup Number 4 out of one of the convenient little cans which may, as we have just seen, have been

appropriately called upon earlier in the day to fill Cup Number 1 if the child drinks cocoa for breakfast and Cups Number 2 and 3 if he has demonstrated a liking for the reconstituted dry milk or evaporated milk served as a beverage. The following recipes are suggestive of cookery possibilities with milk:

Cocoa for Children

2 tablespoons cocoa
2 tablespoons sugar
3 cups of milk (fresh or reconstituted from milk powder)
or 1½ cups each evaporated milk and boiling water.
1-16 teaspoon salt
½ cup hot water

Mix the dry ingredients, add the hot water slowly, and cook over a low flame, stirring it occasionally, for ten minutes. Add the remaining liquid and cook over hot water for ten minutes. Mix thoroughly with dover beater just before serving. This makes four portions.

For adults, use three level tablespoons of cocoa and only 2¼ cups of rich milk (or add only three-quarters of a cup of boiling water, if evaporated milk is used) for a rich, creamy three cups of the finished beverage.

Orange Bavarian

1½ tbls. gelatin
4 tbls. cold water
⅝ cup sugar
1 cup of whipping cream or evaporated milk prepared for whipping
1¼ c. orange juice
2 tbls. lemon juice
⅛ teaspoon salt

Soak gelatin in cold water. Add to sugar and orange juice, and dissolve over hot water. Remove from heat and add salt and lemon juice. Cool in a pan of cold water, stirring occasionally until it thickens. Whip the cream—or if evaporated milk is being used, chill thoroughly after bringing it to a boil and then whip. Fold in the gelatin mixture and pour into molds rinsed in cold water. Six portions.

Creamed Chicken

2 c. cooked chicken
6 mushrooms
3 tablespoons butter
⅛ teaspoon pepper or ½ teaspoon paprika
1½ cups creamy fresh milk, evaporated milk or milk reconstituted double-strength from powder (1 part powder to 4 parts water)
4 tablespoons flour
1½ c. chicken stock
½ teaspoon salt

Cut stewed chicken into one-half inch cubes. Prepare mushrooms, slice, and sauté in one tablespoon butter for five minutes. Make a white sauce of remaining butter, flour, stock, milk and seasonings. Add chicken and mushrooms, and reheat in a double boiler. Serve on toast. Five or six portions.

Creamed Vegetable Soups

Creamed vegetable soups are ideal luncheon and supper dishes for children and are most successfully made by adding equal parts of creamy fresh milk, evaporated milk or double-strength milk from powder to vegetable purées (home-made or those canned with special care for infants and children) or to the condensed canned soups. If the vegetables are home-cooked, three cups of purée and liquid may be added to two cups of the milk with seasonings.

1930 is the 150th anniversary of Walter Baker & Company

The weekly treat became a daily delight *and Jimmy's weight went up*

FORMERLY, Jimmy had known cocoa only as a special reward. On days when he was asked to stay home and study while the other boys played baseball, or to mow the front lawn instead of going fishing, Baker's Cocoa had been held forth as the lure.

But now he was underweight, and so he was going to have cocoa every day. Well, well, well—life was pretty good after all. Too bad, thought Jimmy, that he hadn't become underweight a lot sooner.

As you might expect, it was only a matter of time before Baker's Cocoa accomplished the same result in Jimmy's case as it has with thousands of other growing children. Steadily, encouragingly, his weight began to go up.

For every growing child

Naturally, Baker's Cocoa prepared with milk is an ideal food drink for *every* growing child. Do you realize how much valuable goodness each delicious cupful contains?

Baker's Cocoa prepared with milk offers in wonderfully flavorful guise, all the wholesome benefits of milk — and the added nourishment of Baker's Cocoa. Indeed, Baker's Cocoa prepared with milk provides an abundance of precious food elements — proteins, carbohydrates, calcium, phosphorus, Vitamin A, Vitamin B — a banquet of those valuable food materials which help every child become strong and sturdy and alert.

In a recent survey, 77% of the dietitians, professional nurses, editors of women's magazines said "Baker's Cocoa is best." The pick of West Indian cocoa beans is obtained for Baker's Cocoa. Still more important are the unique knowledge and skill that enter into their blending—the accumulated experience of 150 years. No wonder Baker's Cocoa is so smooth and rich in flavor. No wonder that grown-ups enjoy it just as keenly as do children.

Write for recipe booklet: Walter Baker & Co., Inc., Dept. F-10, Dorchester, Mass.

BAKER'S
Reg. U. S. Pat. Off.
COCOA

A Product of General Foods Corporation

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The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

Drinking milk was a nightmare to Mary

—until I found a way to make her love it!

"NO ONE KNEW better than I how much Mary needed milk. My heart ached to see how thin she was. And she always looked so pale.

"But Mary wouldn't drink milk. It was like a nightmare to her. I spent every meal-time trying to get her to take it. But she'd fuss until I gave up in despair.

"Now I mix Cocomalt with Mary's milk . . . and she loves it! She drinks four glasses a day, and asks for *more.* Her color is much healthier now—and she has filled out wonderfully."

Contains Vitamin D

Cocomalt is a delicious chocolate flavor food drink that children love. It adds 70% more nourishment to milk. Thus each glass of Cocomalt your child drinks is equal to nearly *two* glasses of plain milk.

Physicians recommend summer sunshine for growing children—because it produces Vitamin D, that potent element which helps to prevent rickets and to build strong bones and teeth.

Cocomalt contains Vitamin D—and also supplies *extra* tissue-building proteins, carbohydrates and minerals. Furthermore, Cocomalt contains malt enzymes which help digest the starches in other foods.

Trial offer—send coupon

Cocomalt comes in powder form all ready to mix with milk, hot or cold. Three sizes—½ lb.—1 lb. and the 5 lb. family size. High as Cocomalt is in food value, the cost is surprisingly low. At grocers and leading drug stores. Or mail the coupon and 10c (to cover cost of packing and mailing) for a generous trial tin.

Cocomalt

DELICIOUS HOT OR COLD

ADDS 70% MORE NOURISHMENT TO MILK

R. B. DAVIS CO., Dept. 810, Hoboken, New Jersey

I am enclosing 10c. Please send me a trial-size can of Cocomalt.

Name.....

Address.....

City..... *State*.....

Encouraging Sports

(*Continued from page 28*)

interest turn toward football to have encouraged him in some other sport into which he would have put the same energy and with like success, and, at the same time, she would have had a great deal of enjoyment in watching his development herself. I always feel sorry when I hear of the mother of some great athlete who is about to watch her son for the first time. How much she has missed in not having seen the steps that have led up to his attainment.

I like to think instead of another woman I know, who, when her broken-hearted little boy came home with the news that he wouldn't be able to play on the baseball team any more because of the danger of a ball hitting his glasses, simply said to him, "Well, son, you have pretty long legs, why don't you try high jumping?" And on the day that her son won the Olympic Championship, and set a new record in doing so, this same mother could have told you every step in the long way leading to victory.

ALMOST ALL THE RULES of childhood are the rules of training and it is easy to point out the similarity to impatient youth who feel that they are being kept children too long. Spinach and carrots taste better when you know that they are on every athlete's menu. Early to bed is another bugaboo of early teens which doesn't seem so bad when one knows that the cardinal rule of training is plenty of sleep.

Although all of us cannot be champions, we can enjoy all the basic sports which can be learned at an early age and enjoyed all the rest of one's life. Swimming, riding, golf, and possibly tennis are some of the most important of these. It is interesting to note that these are also the first sports which we can teach our children.

Swimming can be started as soon as a child can walk, and although few children can actually navigate alone until they are four or five, by that time they will have overcome that fear of the water which many grown people and not a few older children have to some extent. Wonders are being accomplished by youngsters in this sport. Eleanor Holm, the outstanding girl swimmer in this country, is but fifteen and has been breaking records constantly for two years now. Ray Ruddy, who was a member of the last U. S. A. Olympic Team at fourteen, has also been smashing records set by far older swimmers.

Diving is usually classed with swimming, although it is an entirely separate sport. This may be started as soon as a child can swim, especially the racing start, which is simply the flat dive from the side of the pool, and serves as a push off for the swim. Very often when a child swims just a few strokes and seems unable to get any further he can be taught this racing start and with the added impetus of the dive can get almost across the pool. A front dive from a three-foot springboard can be started at almost six years, and by eight years a child who likes diving

should be able to do a running swan, front jack-knife, back dive and back jack-knife.

Riding for a child of course necessitates a pony, and this is not always attainable. However, there are many riding academies where ponies are kept, from the tiniest Shetland to one almost the size of a horse, and instruction in riding is given. All children love ponies and are quick to learn how to handle them. It is ideal for children to own their own pony and to learn the responsibilities of caring for him. A child of five or six can learn to ride very well indeed. Often it is a good idea to teach a child to ride bareback though this is more difficult and it may be necessary to wait a few years until the child is about eight or nine. If one learns to ride without a saddle a lost or broken stirrup will not seem very serious even on a runaway horse.

Golf is the third of these sports which can be taught a young child, though not quite as soon as the other two. Bobby Jones was seven when he began his career and one need not look further for an illustrious example. But here is a warning! We parents can do fairly well at starting our children off in swimming and riding, but when it comes to golf the proud father who breaks ninety or even attains the low eighties is not the one to teach his child. Play around with them, help them to choose which club to use, help them judge the run of the green, but let some fine teacher of the game show them the swing, the stance, the follow through, and all the fine points which we feel we have at last attained after a good shot only to lose again at the next stroke. Let your child have lessons and good ones and then play with him without criticising. Two teachers are worse than none at all, and regardless of his mistakes you can do more good by remaining his playing partner than by assuming the role of instructor for which, privately, he doesn't feel you qualify, you may be sure.

Tennis we mentioned as a possible fourth to our lifetime sports. It starts later, perhaps at ten or twelve, and ceases sooner, as it requires more sustained energy than any of the others. However, it gives the player so much enjoyment while he can play that we cannot omit it entirely.

ALL THESE are individual sports with each man out for himself. Team play, such as baseball, football, hockey, basketball and soccer, comes later during school years and is invariably developed at school. Track and field start at school, too, and usually end there or shortly after.

The children who begin their interest in sport at an early age are seldom the ones who over-emphasize it during their school period. They have adjusted it by then to its relative position along with their studies and their social life. Greatest of all, however, is the benefit to the parents themselves. It is not only the children who have enriched their lives by such a sports program but their parents as well. For they have not only kept young with their children, but through this mutual love of sports have developed a bond with their sons and daughters that will last a lifetime.

Photograph by H. Armstrong Roberts

DOES YOUR CHILD BATHE IN "FRESH LIGHT"

Just as marked as the difference between stale air and fresh air—is the difference between sunlight admitted through ordinary window glass and the same sunlight through Helioglass. For ordinary glass strains out the very rays that are most important to health and growth in the child—the VITAL Ultra-Violet Rays. But Helioglass admits them generously, effectively—and permanently.

So, if you have windows in your nursery or playroom that are glazed with this scientifically compounded glass, your child can bathe in "FRESH LIGHT" the whole year through. Such windows are not expensive, either. We will be glad to give you full information, including results obtained in recent important tests of this guaranteed ultra-violet ray glass. Write to Helioglass Department, Pittsburgh Plate Glass Company, Grant Building, Pittsburgh, Pa.

Helioglass in school houses is an important modern idea. Discuss it at your Parent-Teacher meetings. We will supply interesting data.

HĒLIOGLASS

ULTRA-VIOLET RAY GLASS

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

In this case—

what would *you* do for *your* children?

WHAT would you do to help your children in their schoolwork if someone gave you a check that you could fill in for any amount, and also gave you the help of the world's best educators?

First, of course, you would have to provide your children with all the knowledge that they are going to use now in school, and later in life—and that would be an encyclopedia.

So far, so good. But what *kind* of an encyclopedia would you ask those specialists to make?

First of all, you certainly would make it interesting, so that instead of merely being the means of casual reference on forced occasions it would be a companion to their thoughts, a fascination to their curiosity, and an inspiration to their minds.

Second, you would make it accurate and authentic, so that you would know that it had the authority of the world's best scholars for whatever went into their young minds.

Next, you would make it complete and up-to-date, so that in this rapidly changing world it would have the rapidly changing knowledge of new things, as well as the more stable knowledge of old things.

You certainly would fill it with pictures, because when words get into a tight place the right pictures can always explain a thing more vividly.

And finally, you would give it an index. In fact, you would give it a whole Index Book so simple and so efficient that even little tots could find every fact they were looking for.

This is probably the thing you would do for your children if you had a check big enough. And this is exactly the thing Compton's has done in *Compton's Pictured Encyclopedia for Children.*

Compton's virtually had a check as large as they cared to make it to build this wonderful encyclopedia for children. And they were able to call on the best educators and the greatest child specialists in America to help them.

That is why, if you could fulfill your dreams for the education of your children, you would do exactly as Compton's has done.

If you want to see what this wonderful Encyclopedia looks like, just fill in this coupon, and a big, sample, pictured section will be sent you free.

Compton's
***Pictured* Encyclopedia**

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Dept. 10-44 Compton Building
1000 North Dearborn Street, Chicago, Illinois

Please send me at once, without any obligation, Free Sample Section and Free Questionario Game with full information as to how and where I can get Compton's.

Parent's Name.....
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Please check the ages of your children so we can send sample pages most interesting to them.

☐ Pre School ☐ Grade School ☐ High School

BOOKS for Boys and Girls

By ALICE DALGLIESH
Teachers College, Columbia University

THE FALL BOOKS have begun to arrive and among the first comers are several picture books, only two or three of which seem worth while. Some of the books translated from foreign languages seem exceedingly trivial and the translations are very poor. It is with a sigh of relief that we turn from such books as THE LAZY TEDDY BEAR (*Longmans, Green*) and THE DWARFS' RAILWAY (*Longmans, Green*) to a good, wholesome and thoroughly childlike American picture book such as ANGUS AND THE DUCKS.

ANGUS AND THE DUCKS, pictures and story by Marjorie Flack. *Doubleday, Doran.* $1.00.

A picture of Angus appears on this page and we are sure that everyone who likes dogs will like him. It is time we had a good picture-story about a dog, there are several about cats. The book is gay, childlike and colorful. We are sure it will make a place for itself along with CLEVER BILL, THE TWINS AND TABIFFA and other favorites. The story tells of one adventure in the life of a Scottie who is curious about everything and who finds out that it is not well to be too curious about ducks. (Age 3-6.)

Illustration from "Angus and the Ducks" by Marjorie Flack. Published by Doubleday, Doran

LITTLE ELEPHANT, by Hamilton Williamson. Pictures by Berta and Elmer Hader. *Doubleday, Doran.* 75 cents.

An amusing picture-story about the education of a baby elephant. It is a companion book to the popular MONKEY TALE and children are sure to like it. BABY BEAR, by the same author, is not quite so good and the plot resembles too closely those of the other two books. In all three books fear of other creatures and escape from them is emphasized, though there are other interesting and amusing features of jungle life which might have been used. (Age 4-6.)

TO MARKET, TO MARKET, story and pictures by Emma Brock. *Knopf.* $1.75.

A most artistic picture book, pleasing to the adult eye. The story is long and cumulative in form, full of the atmosphere of Holland. Children of six or seven who can read the story themselves will enjoy it, but it is a little complicated for the four-to-five-year-old. (Age 6-8.)

TOMMY TATTERS AND THE FOUR BEARS, by Louis Moe. *Longmans, Green.* $1.50.

Pictures full of action and humor by a well-known Danish artist. The story in verse tells of the adventures of Tommy Tatters who mocked by his playmates, decides to live in the woods with his animal friends. He swings, plays seesaw and goes swimming with the baby bears and is almost carried off by a robber wolf. (Age 6-8.)

MUGEL THE GIANT, by Rolph Winkler. *Longmans, Green.* $2.00.

A good picture book for the child who revels in giants and likes them ugly. Mugel is really a kindly giant who undertakes to reform a proud and spoiled princess. The translation could be improved upon. (Age 7-9.)

PENNY WHISTLE, story and pictures by Eric Berry. *Macmillan.* $1.00.

We recommend this story to all those who can tell and whistle it *without the book.* It is an alluring tale of a little black boy who goes out into the jungle with his penny whistle and learns from the jungle creatures how to whistle a tune. The story has excellent possibilities for use as a puppet show, but the pictures in the book are grotesque. (Age 4-6.)

Books for Those a Little Older

Stories about children who go back (in imagination) into the past seem popular with children eight to ten years old. There are two attractive ones this year:

THE FIVE CHILDREN, by E. Nesbit. *Coward McCann.* $3.00.

This book by the author of THE BASTABLE CHILDREN, is a large fat one containing three separate stories. We cannot be entirely unprejudiced about this book, because we can still remember the thrill with which at the age of nine or ten we waited for monthly instalments of the story as it was published in an English magazine. The strange adventures of five children with a strange creature called the Psammead, and with a Phoenix and a magic carpet were simply fascinating, and we hope they will prove so to American children.

THE GYPSY CARAVAN, by Howard Pease. *Doubleday, Doran.* $2.00.

Another imaginary journey into the past. Joe and Betty, dressed as gypsies, are on their way to a party when their taxi breaks down. A mysterious gypsy caravan appears and takes the two children back into the days of Robin Hood, Richard Cœur-de-Lion, Charlemagne, Ali Baba and others. A well-written book attractively illustrated by Harrie Wood.

A BAKER'S DOZEN, stories selected by Mary Gould Davis. *Harcourt, Brace.* $2.

A collection of stories which have proved most successful for story-telling and which boys and girls will enjoy reading for themselves. Miss Davis is supervisor of story-telling in the New York Public Library—all those who have heard her tell stories will welcome this book. Among the authors of the thirteen selected stories we find such names as Charles J. Finger, Marie Shedlock, Mary Wilkins Freeman, Frank Stockton.

Age Ten and Over

LUCIAN GOES A-VOYAGING, by Agnes Carr Vaughan. *Knopf.* $2.00.

An adaptation from the Greek of one of the tales from "Lucian's True History." Lucian's adventures are varied and startling, reminding one of the travels of Baron Munchausen, for his ship is swallowed by a whale, he visits an island entirely made of cheese, and so forth.

THE TALE OF THE WARRIOR LORD, translated by Merriam Sherwood. *Longmans, Green.* $2.50.

A new translation of the famous Spanish story of the Cid. Attractive format.

WITCH'S MAIDEN, a Historical Romance, by Mabel L. Tyrrell. *Harpers.* $2.

A story of the days when civil war raged between the supporters of Cromwell and Charles the Second.

WHEN I WAS A GIRL, edited by Helen Ferris. *Macmillan.* $2.50.

Extracts from the autobiographies of Ernestine Schumann-Heink, Etsu Sugimoto, Jane Addams, Janet Scudder and Marie Curie. The material is selected and arranged by Helen Ferris, who contributes brief interesting introductions to each biography.

TEN MODERN POETS, by Rica Brenner. *Harcourt, Brace.* $2.50.

Biographical details about ten modern poets and a discussion of their work. Among the poets included are Amy Lowell, Robert Frost, Walter de la Mare. Illustrated by photographs.

MY LIFE WITH THE ANIMALS, by George F. Morse. *Rockwell.* $2.00.

The autobiography of the former director of Boston Zoological Park, emphasis being placed on his experiences with animals. Interesting animal anecdotes and pictures.

Poetry

THE POINTED PEOPLE, by Rachel Field. *Macmillan.* $1.25.

A new edition of Rachel Field's first book of poems, with a few new ones added. These charming verses are for older children and grown-ups.

GAY GO UP, by Rose Fyleman. *Doubleday, Doran.* $1.50.

While there are some very nice poems in this collection it does not seem up to the standard of the author's previous books. It is chiefly notable because it contains Miss Fyleman's impressions of her visit to America.

ROBIN REDBREAST, by William Allingham. *Macmillan.* $1.00.

A reprint of an old book which includes Allingham's "Fairies" and other poems not so well known. The quaint illustrations are by Kate Greenaway and others.

The Bookhouse Storyman is on the air again!

Here is good news that children have been eagerly anticipating!

Beginning Monday, September 22nd, *My* BOOKHOUSE Storytime, the popular children's radio program, will be back on the air every Monday, Wednesday and Friday at 5:30 P. M. over the Columbia Network.

Popular as was the Storyman last season, his new program promises to have even more fun and interest than ever. Children will get to know him in his own little house on the edge of town. They will get acquainted with his small friends, and be invited to his parties and picnics where he will tell the most entertaining of stories. A great many wonderful surprises are in store.

Parents can feel assured that when their children are listening to *My* BOOKHOUSE Storytime, they are having wholesome fun and are learning a great deal about nature, history, and foreign countries and peoples. *My* BOOKHOUSE stories have character building qualities as well as literary value, and are a great help in school work.

Announcing *My* BOOKHOUSE Storytime

Children's Radio Program over the Columbia Chain Network

***My* BOOKHOUSE Storytime is more interesting and entertaining this year than ever before. The Storyman has many new friends—and has lots of fascinating trips in store for them. Of course, the radio audience will go with them.**

Children of all ages should tune in on these programs and follow them carefully. Beginning Monday, September 22nd—every Monday, Wednesday and Friday, as follows:

At 4:30 P. M.

Fort Wayne, Ind. WOWO

At 5:30 P. M.

Akron	WADC
Baltimore	WCAO
Bangor	WLBZ
Boston	WNAC
Buffalo	WMAK
Chicago	WMAQ
Cleveland	WHK
Detroit	WGHP
Minneapolis	WCCO
New Bedford	WNBH
New York City	WABC
Philadelphia	WCAU
Providence	WEAN
St. Louis	KMOX
Syracuse	WFBL
Toledo	WSPD
Washington	WMAL
Worcester	WORC

At 5:45 P. M.

Toronto, Canada CKGW

(5:45 every afternoon except Saturday and Sunday)

Fun, good stories *and surprises!*

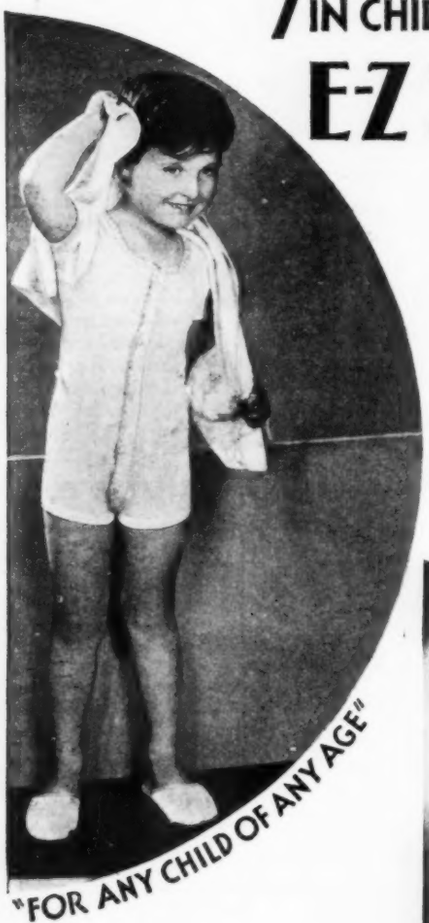
The BOOKHOUSE *for* CHILDREN, DEPT. 29A, 360 NORTH MICHIGAN AVENUE, CHICAGO

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

E-Z UNDERWEAR "FOR ANY CHILD OF ANY AGE"

Are You *buying* STYLE *plus* QUALITY IN CHILDREN'S UNDERWEAR?

E-Z UNDERWEAR *combines both!*



The photographs show two of the newest and most popular styles of E-Z Underwear for "Any Child of Any Age." They give the utmost in style, wear, comfort and protection. French style, trunk length — with "short legs" which do not show below outer clothing.

Made in elastic, *knit* fabrics which absorb perspiration and keep the body warm. Correctly cut sizes insure comfort — each garment strengthened where it is most needed.

Other E-Z Underwear styles include knee and ankle lengths —high and low necks—long and short sleeves, all of various knit fabrics to meet every weather condition.

Most E-Z fall styles retail from 85c. to $1.00 at stores all over the United States. For "Any Child of Any Age." Write us if your dealer cannot supply it.

E-Z Mills Inc. 57 WORTH ST. N.Y.C.

Here's Health

(*Continued from page 17*)

of frequent headaches. When you investigate the school situation you find that Elizabeth is missing many days. If she has the slightest cold or if her mother thinks that she is going to have a cold, she stays at home for a day or two. If she does not sleep well at night she does not go to school the next day and so on. It is easy to see that Elizabeth's mother is making her a nervous invalid.

Her mother would not love her any less if she treated her a little more wisely. The first step is obvious. Take her to the best physician available and find out if she is in need of special care. Carry out the physician's orders exactly and then temper love with common sense. Praise her for going to school even if she does not feel like it when she first gets up in the morning. Boast a bit about her looking well even if it is hard to see. "My! What a husky girl; she hugs like a bear" is a better morning greeting than "Elizabeth, are you sure you are well today?" Illness should be endured, as comfortably as possible, to be sure, but it should not be enjoyed. Health should be enjoyed, praised and set up as an ideal.

THESE TWO CHILDREN, David and Elizabeth, had no actual disease. Their bodies were well formed and there was no reason for limiting their activity. Mary, on the other hand, had a serious heart disease. There were a great many things that she could not do. She could not jump rope, she could not skate, she could not swim, she could not play basketball. Her mother knew all the things that Mary *could not* do, but she was not interested in the things that Mary *could* do. She had listened very carefully to what the doctor told her about Mary and she had "gone the doctor one better." Mary was never allowed to forget for one little minute that she had a "bad heart." All day there were warnings. "Mary, you must not do that." "Mary dear, the doctor said that that was bad for you, remember." At last a wise physician pointed out to Mary's mother the error of her way. He showed her that Mary had certain abilities. She could draw fairly well and enjoyed it. She could sew and embroider. She learned to do several simple jobs outside the home which made her, as a young woman, at least partly self supporting. Instead of living the life of an invalid she learned to be an active, useful person. Her mother's devotion, rightly directed, helped to bring about this happy change. Emphasis was laid on the things she could do rather than the things she couldn't.

Medical science has contributed a great deal to our knowledge of how to care for children. All of this knowledge is pointed toward health rather than toward sickness. The danger is that parents, in applying it, may focus on sickness and thus teach their children, as David's parents or Elizabeth's or Mary's did, to enjoy poor health and use it as a means of meeting the difficulties of the world. This, most emphatically, does not mean that parents should shut their eyes to the physical condition of their children. What is

 The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

needed is a simple, business-like procedure, stimulated by love but guided by common sense. First, a careful sizing up of the health assets and liabilities of the child, a health audit, carried out by a physician and repeated annually just as a business audit would be. Then careful elimination of all possible defects just as a business man might eliminate unprofitable goods after an audit. Finally a concentration on the assets, a deliberate attempt to build up the profitable lines, keeping them in mind, bringing them to the front, praising them and holding them up as ideals.

Are You an Ideal Parent?

"IF YOU COULD HAVE PICKED your parents, what kind of fathers and mothers would you have chosen?" a group of high school students in a mid-western city were asked recently. Some of the answers were amazing. A large number of the boys and girls expressed themselves strongly for healthy parents—those without physical or mental taint. Obviously the writers had no hankering for irritable, nervous, morose or eccentric fathers and mothers. Some wanted athletic fathers; others had thought the matter through far enough to desire parents who could pass a eugenic examination.

Judging from their answers, this is about what seemed to be wanted in the way of fathers:

Good health and good ancestry.

Companionable to his sons and daughters, not a slave to work, broad-minded and possessed of a sense of humor.

Well educated, preferably a college man, but at least possessed of a general knowledge of the arts and sciences.

Clean in personal habits and a good example to his children.

A good "sweetheart" to his wife.

Mothers came in also for careful attention as their qualifications in the main were summed up as:

Good health and good ancestry.

Interested in her children and sympathetic in their distresses.

Well educated, particularly in the field of child education.

The confidante of her daughters and a broad-minded adviser of her sons.

Moral and religious, not fanatically so; an active worker in the church.

According to the report, one boy defined a father as:

"An honest, hard-working man who has little time to spend with his children."

A number of the young people expressed the wish that they might be given definite tasks and responsibilities to fit them for life.

One boy wrote: "I should desire that my parents work out a program for the first fourteen years of my life."

A number came out flat-footed and said they would never choose quarreling parents or parents of different religious or political views.

To be a parent is a great responsibility, for we are dealing with human souls. No other work can quite compare with the importance of parenthood, and so it is most necessary to get testimony on both sides of the case, as to what makes for a successful parent.—*Emma Gary Wallace.*

The Health Squad is always on the job

Officer "B" offers to increase your child's appetite

Is YOUR child tall and sturdy for his age? Is he eager to eat, or do you have to persuade him to take enough food? If he lacks appetite, it may be that he is missing his supply of Vitamin B.

Leave this vitamin out of your child's daily diet, and a marked loss of appetite follows. Digestive disturbances arise. Indeed, all four vitamins are necessary. They act as policemen to protect your child's body against stunted growth, rickets, scurvy and colds.

Fortunately, you have a rich source of these important vitamins in Maltine With Cod Liver Oil. 70% of this food combination is vitamin-tested Maltine, a concentrated extract of malted barley, wheat and oats—rich in the essential Vitamin B. The remaining 30% is pure vitamin-tested cod liver oil (Vitamins A and D). Taken in orange juice (Vitamin C in adequate dosage) this preparation *provides a sufficient quantity of the four vitamins (A, B, C, D) to promote health.*

Insure vitamin balance for your child. Keep a bottle convenient in the kitchen cabinet, and stir it into the child's morning orange juice. When buying, specify Maltine With Cod Liver Oil—proved by clinical tests to be much more palatable than plain cod liver oil.

Every mother should read the booklet, "The Doctor Talks About Vitamins." May we send you a free copy? The Maltine Company, 20 Vesey Street, New York City. Established 1875.

On the RADIO
The Maltine Story Hour
every Monday afternoon at 5.00 o'clock Eastern Standard Time over WJZ and associated stations of the N.B.C. Commencing Monday, October 6.

The A B C's of Vitamins

A "OFFICER A" *is essential to normal growth and helps protect against certain infections, especially those that attack the respiratory system. Maltine With Cod Liver Oil is a recognized rich source of Vitamin A.*

B "OFFICER B" *is most essential. Lack of Vitamin B results in loss of appetite, a cessation of growth, and the appearance of certain nervous disorders. Vitamin B (the Maltine vitamin) is found in abundance in Maltine With Cod Liver Oil.*

C "OFFICER C" *prevents scurvy. Orange juice is everywhere recognized as very rich in Vitamin C. That's why we recommend this policeman.*

D "OFFICER D" *is also necessary. A deficiency of Vitamin D causes rickets, that weakener of child bones. Sound teeth depend upon it. It is meager or lacking in all our ordinary foods. Maltine With Cod Liver Oil is rich in Vitamin D.*

Maltine
WITH COD LIVER OIL
Accepted by the Council on Pharmacy and Chemistry of the American Medical Ass'n

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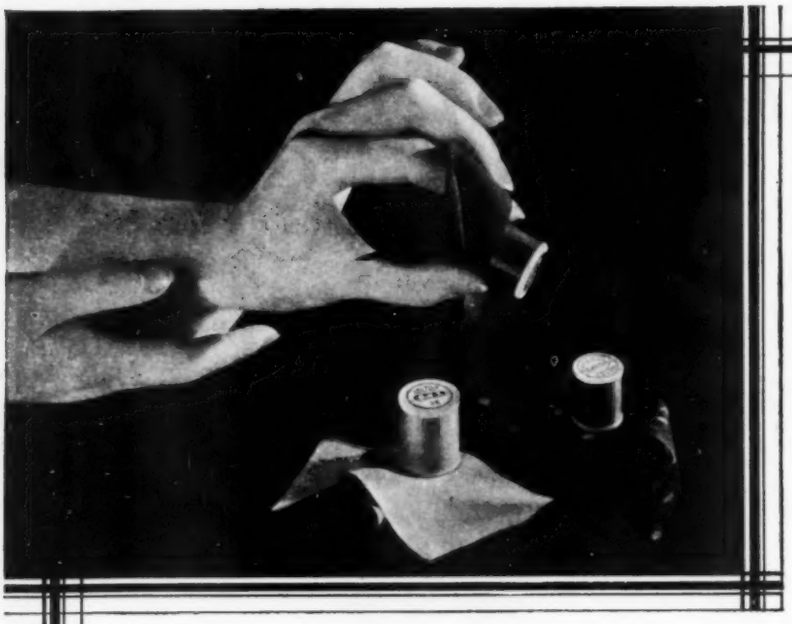

A Sewing Secret

Threads that match fabrics in color—in size—in texture

OF course these threads will match your fabrics perfectly in color—yes, match every tint and tone and shade. But now you can know, too, this priceless secret of sewing satisfaction—you can have threads that blend into the very weave of the fabric itself. For under the famous names of J. & P. Coats and Clark's O. N. T. you will find at your favorite notion counter threads of mercerized cotton or silk just right in color, size and texture for every sewing need.

MERCERIZED SEWING THREAD—For firm woolens, cottons and silks that are to be tailored, for draperies and other fabric furnishings. In all the fashionable and staple colors and every color Boilfast!

SHEER FABRIC THREAD—A new, fine, strong mercerized thread, soft in sheen, especially created for finely woven silks—crepes, georgettes, chiffons—for wool crepes and all light-weight cottons and linens. Boilfast—in all the smart new colors.

SEWING SILK—For velvets, satins and all silks having a high lustre. A fine pure silk thread, exceptionally smooth and surprisingly free from breaking and snarling. A century of skill in thread making has produced this quality sewing silk at a new low cost. In 50-yard and 100-yard spools—in all seasonal and staple colors—Boilfast.

For perfect matching colors, for perfect harmony in texture, choose from these three threads. Ask for them by brand name at your favorite notion counter.

And remember *this* Sewing Secret

In black and white threads there is a correct size for every fabric and purpose. Send for complete chart of thread sizes and uses. The Spool Cotton Co., 881 Broadway, New York, N. Y.

CLARK'S O.N.T.

J.&P. COATS

The Two Great Names in Thread

Arthur Maverick's Son

(*Continued from page 25*)

over his desk and figured aimlessly. He set down the solutions of the two or three problems he understood and for the rest left blank spaces eloquent of the corresponding blankness in his mind.

The afternoon session drew to its close. As each pupil finished he handed in his paper and was excused. Finally Jim arose and he was surprised at the way his knees were shaking and the dizziness that made him nearly stagger as he passed to the front of the room to lay his paper upon the teacher's desk.

THE TEACHER looked at him closely, almost with compassion in her eyes. She noticed that his face was white and strained and she wondered if the boy was sick. But she let him go away uncomforted by any spoken word.

Jim went directly home. He found an empty house, for both his father and his aunt were off attending to some of the churchly matters to which they were obliged to give so much of their time.

But Aunt Minnie was a fine housekeeper as well as churchwoman. Everything was in perfect order and upon the kitchen table Jim found the lunch that she never failed to leave for him when affairs called her away. But he had no stomach for food. At the sight of it a violent nausea seized him, the nausea of dread. He felt sick clear through to his soul.

He felt so ill that he went up to his room and stretched himself flat upon his bed. There, as he lay with his arms flung across his eyes, recovering from his qualms, he gave himself up to black and terrible thoughts.

He was afraid, so dreadfully afraid, of his father's wrath. He was always so defenseless before those burning eyes, that withering scorn. He felt that the shame closing in upon him was an agony he could not endure. He felt that, really, he would rather die.

That was an arresting thought and for a while his mind played with it, the thought of death, *his* death. It shocked him immeasurably at first. But he held the thought of death to him and dallied with it until, finally, it did not seem terrible any longer. The idea of death, the immense, obliterating relief of it, began to allure him and to comfort him like the touch of a tender hand he had missed.

Jim lay for a long time thinking, thinking. Then, still in the grip of that sinister thought, he roused himself and went downstairs. His footsteps sounded loudly as he moved about, for he was still the only one in the house. He went out of the house and back of it along the shaded path that led to the old red barn that had been one of his great play-places for as long as he could remember.

He had done almost every possible thing in its lofty space. Once he had rigged up a gymnasium there with turning-bars and a trapeze suspended from the rafters.

He looked at those rafters now on which the deep haymow rested a few feet above his head. Then he went over and examined some hanks of rope, a collection of remnants that had been hung there on

the wall with the idea of their coming in handy some time. He took down one of the pieces, fingered it a moment and laid it aside. He gathered together a few empty boxes, made a pile of them, did other preparatory things.

He felt wonderfully calm and clear-headed, and the awful load of dread was clean off his heart as he went back to the still house where the kitchen clock seemed to tick so loudly.

At the father's desk he wrote a short letter with unaccustomed ease for he did not have to stop to think of a single word. He placed this letter, when he had finished it, upon a side-table where his father always looked for mail when he first came into the house. That done, Jim glanced at the clock. It was ten minutes to five. His father would not be at home for another half hour at least. Plenty of time.

He cast a lingering look about the familiar rooms. Then he closed the door and went back to the barn.

Mr. Maverick reached home that afternoon before Aunt Minnie did, much earlier in fact, than he had expected. When, as a matter of routine, he went to get his mail he noticed that the uppermost letter had no stamp on it and that it bore only his name and no address.

A note that some one had left at the door, he thought, and opened it first.

He read: Dear Father—I've got to tell you that, after all, I didn't pass in my finals. I did try to study after you talked to me that time, but I couldn't seem to catch on to the work, and I guess I didn't study enough at the beginning of the term. And I guess, maybe, we spent too much time on radio. You'll find me in the barn, and I want to be buried just as close to mother as they can dig my grave. Good bye—Jim.

Mr. Maverick swayed where he stood and a terrible pain shot through his heart. He was a self-controlled man, but now he staggered blindly under the blow that was being dealt him by the weak hand of his motherless boy.

AND AFTER the first shock had passed and thoughts had begun again, grief swept over him. And then remorse came to stab him. He thought of all those futile hours spent in "listening in" when he might have been—no, *should* have been, working with Jim over his lessons, explaining, encouraging. Mr. Maverick groaned aloud as he realized his sin of omission. For a moment he let his soul go down into a torment of self-condemnation.

Then he pulled himself together and went out the door. He knew that he must go out there, where Jim had said—the barn. And as he started in its direction, he shuddered at the thought of what he would find.

His face blanched as, with hushed, quick footsteps, he approached the barn. He leaned against the door-side when he got there for he had grown suddenly weak and sick.

As he looked into the barn, lit through dusty windows by the long rays of the setting sun, his strained vision took in every one of the shocking details. And then, with a great leap of his heart, he saw that the boy was not dead—not yet.

Jim was standing there, prepared, his eyes closed, praying. (*Turn to next page*)

Train Them Now . . .
to Tread Straight to

GLORIOUS FOOT HEALTH

Heel longer and slightly higher on inside. Acts as a pivot causing little feet to tread straight.

A healthful, smartly styled shoe for girls.

Just like dad's. They will train him to tread straight.

SOUND, healthy, natural feet are vital to your children's present and future health and happiness. The human foot is designed to tread straight—point straight ahead in walking or standing. Too frequently shoes cause a tendency to "toe out," resulting in unnatural strain that affects the posture and general health of your child.

A new, exclusive feature of Buster Brown Tread Straight shoes induces your child to walk in nature's way. Buster Brown Tread Straight shoes have many other health features, including a spring steel shock absorber scientifically placed, and a flexible support for the delicate arch. Weight is placed in the shoe as it is on the bare foot.

Surely nothing less than Buster Brown Tread Straights, which preserve the precious gift of healthy feet, is good enough for your children.

Tune in on Brownbilt Footlites Radio Program every Friday evening, broadcast over NBC (Blue) network. For time and stations see local newspapers and retailers' announcements.

BUSTER BROWN
TREAD STRAIGHT SHOES
For Boys and Girls from Infancy to College Age

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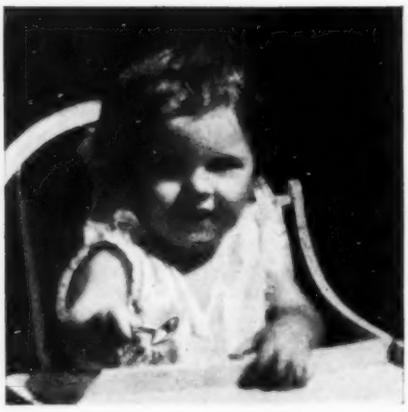


Do *your* children drink enough Milk?

Here's an easy way to disguise it and make them like it.

Make milk into junket. Junket provides all the essential bone and teeth building elements found in fresh milk—but in a delicious custard-like form. Actually more nourishing than milk because the enzyme* in Junket makes it easier for a child to obtain the full vitamin value and soluble mineral salts of the uncooked milk.

Sliced oranges, bananas, stewed prunes, apricots and other fruits accent the palatableness of Junket. You can make it in a minute. No eggs, no cooking. *Sets in 10 minutes.*

*The ENZYME in Junket is the means provided by Nature for the perfect digestion of milk.

5 out of 6 authorities on child care recommend

Junket
REG. U.S. PAT. OFF.

and Milk
Partners in Health

Make Junket with either—Junket Tablets, not sweetened or flavored; or flavored Junket, easier and quicker to use, in six tempting pure flavors:

Vanilla Chocolate Lemon
Orange Raspberry Coffee

Accepted—American Medical Association

TRIAL OFFER

The Junket Folks, Dept. 1510
Little Falls, N. Y.
(In Canada, address The Junket Folks, Toronto, Ont.)

Please send me item checked below:
☐ FREE. Recipe Book of Delicious Desserts and Ice Creams.
☐ Trial package of flavored Junket, and Party and Painting Book, for which I enclose 10¢ (stamps or coin) to cover postage and packing. (If preferred, ask for Junket Tablets.)

My name.....
My address.....
City.....State.....
My grocer.....
His address.....
Does he sell Flavored Junket? Yes [ ] No [ ]

Arthur Maverick's Son

(*Continued from page 75*)

and his low faltering words were addressed, not to God, but to his mother.

Mr. Maverick stumbled forward with a sob that tore his throat. With shaking hands he gently disentangled the boy from all the gruesome trappings that were hung about him. Then, with tears gushing from his eyes, he took his child in his arms and held him close with a new, strange, fierce tenderness.

"I feel the need of prayer," he said weakly after a moment. "Let us pray."

Then he got down upon his knees on the rough and dusty boards of the barn floor and he prayed aloud in agony.

And, to the listening boy's great wonderment, it was not for Jim he prayed, but for his own soul's salvation.

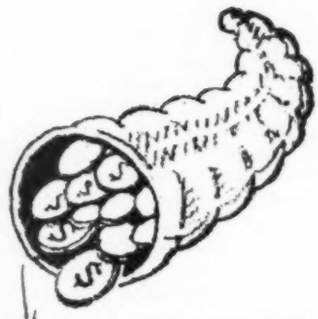
Parental Problems

(*Continued from page 32*)

realize the meaning of the words I very quietly brought him back and tried again another time, till he would respond to my call. On no account did I allow anyone to run after him or make a play of it, or arouse in any way a rebellion against being brought back. I tried the plan on seven children without outside help, not even a protective fence, and not one was determined to go beyond the limit set and not one failed to learn the meaning of and to respond to the call. "Come back." And this, too, without arousing in the child any feeling of being unreasonably restrained and without even resorting to punishment. I think a control thus gained is of great help in directing the child's activities as he grows older.—*Mrs. M. O., Idaho.*

MY *boy insisted on taking all his toys to pieces to see what made them work.* I did not scold him for being destructive, but bought him some simple tools and gave him a corner in the basement as his very own, to use for tinkering. From making crude automobiles with spools for wheels, airplanes which would not fly, and locomotives which bore a marked resemblance to baking powder cans and the like, he gradually learned to use hammer, saw and drill. With the help of the manual training classes at school he now makes footstools, coat-hangers and book-ends that are quite acceptable additions to the home furnishings. Before long I am sure he will fix that doorbell which does not ring, the plug to the electric iron, the electric fan, the lock on the cupboard door, or whatever it is that needs repair. The boy who loves to tinker is never at a loss for something to do, and a workbench, some tools, a few boards and an old motor are a good recipe for a contented boy as well as for a mother's peace of mind.—*Mrs. R. S., Mo.*

It is only when two children's possessions are almost exactly alike that a minor divergence is cause for uneasiness on the part of the one who thinks himself slighted. When you make their properties very different to begin with, you remove all standard for comparison.—*May Cavin.*



EXTRA MONEY
for your purse

Just about NOW, couldn't you use a lot of extra money? For something you've wanted a long time, perhaps, but couldn't quite afford.

Of course you don't know yet how easily you can turn odd moments into cash handling renewal and new subscriptions for us.

But if you'll squander a postage stamp to find out, you can be sure of plenty of extra cash!

EARN $50.00 EASILY

Mothers, teachers, doctors, busy people of high standing in communities all over the country are taking advantage of the demand for this magazine to build a permanent, steady income.

Why not fill your purse, too, with the generous commissions and bonuses we pay? No experience necessary. We supply everything.

Help yourself to a lot of extra dollars by sending the coupon AT ONCE.

The Parents' Magazine
255 Fourth Avenue
New York, N. Y.

Please tell me, without obligation, all about your plan for earning extra money.

Name.....
.....
Address.....
.....
City.....
State.....

10-30

The Home Library

(*Continued from page* 19)

guides, for some countries, many centuries old as they are, haven't changed so very much in twenty years. Take Egypt for example. And too we enjoy looking back and finding, according to marginal notes, that we were in Luxor, March third, 1903. However, for those who would be entirely up-to-date, there are new Baedekers available now for a number of countries. Our travel books, bless the authors! A magazine that came today contains splendid pictures and an up-to-date article on Haiti. Let's see. What did Franck say about that spot? His book, "The Magic Island," supplies a bit of information. A daughter reads the history of the island's turbulent governments and dates our occupancy from her college history. A recent consular report is in "The Maw," father suggests. A younger son sighs gratefully that he now has just what he wants for his English class tomorrow. There's all the satisfaction in the world in this casual use of your library.

Berenson, Mather and various German translations with wonderful illustrations are found among the books on art. These latter are largely supplemented by a motley collection of pictures, Christmas cards, post cards, university prints, Sunday supplements, filed away in "The Maw" in manila envelopes—"Giotto"—"Titian"—"Phidias" and so forth. Notes on articles pertaining to these artists are listed on the envelopes.

The children have purchased many up-to-date school books for future reference; botanies, geologies, psychologies and comparative religion, literature, current science and books on economics lend a well-used look to one section. The children have shelves in their rooms for their favorites.

THERE ARE various editions of United States histories. They and Parkman help father to get varying points of view on his country's past and afford him endless reading.

The books in the illustration on the lower left shelf are bound volumes of old magazines bought for twenty-five cents each. Their articles supply supplementary reading for school themes and for reference.

The fiction in our library has been confined chiefly to standard novels. The public and lending libraries are generous with current fiction and the lighter books at moderate charges and as our library is primarily one for reference we have had neither the money nor the room for love and mystery tales.

There are books for moments of varied enjoyment and play—bird and flower books, Chiero's "Language of the Hand" a book of "Solitaires," game books, "How to Read Character by Handwriting" and "Contract Bridge."

The smaller case at the end of the room houses foreign dictionaries, Petit Larousse, and the foreign language books, French, Italian, German and Spanish, bound in paper or boards.

Tauchnitz has a shelf to himself. He is fragile and shabby, but he has given us many hours of (*Turn to next page*)

Mothers . . .

would we grown-ups like to wash . . . if we couldn't reach the basin?

STARTLING thought! Maybe we aren't being fair with our youngsters, about their cleanliness habits. Before they really have learned the "how" of adequate washing, we ask them to use equipment designed for people twice their size.

When there are wee children in the house, wouldn't the very least that we could do, be to provide them with handy steps or a stool? With a rubber mat to keep them from slipping about in the giant tub? With a mirror they themselves can see into? With tooth brushes and hair brushes and towels and wash cloths and soap all put within their own easy reach? And in their bedrooms, their clean clothes kept where they can reach them too?

Why not try this . . . for your sake as well as theirs?

We suggest, too, that you send for, and hang up somewhere, the happy little *reminder-chart*, called "Am I ready for school today?" that Cleanliness Institute is glad to send to mothers free. It also, you will find, carries a daily lesson to the children, while it saves time for their busy mothers. So use the coupon.

CLEANLINESS INSTITUTE

Established to promote public welfare by teaching the value of cleanliness

45 EAST 17TH STREET, NEW YORK, N. Y.

CLEANLINESS INSTITUTE, Dept. PM10
45 East 17th Street, New York, N. Y.

Please send me *free*, the following:

(Check which you want)

☐ The daily check-up chart, "Am I Ready for School Today?"

(For children of high school age)

☐ "Learn the Art of Magic" A book about cleanliness for boys.

☐ "The Smart Thing to Do" A book about cleanliness for girls.

Name .....

Street .....

City ..... State .....

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

Nazareth
CHILDREN'S UNDERWEAR

Let your children enjoy the freedom and comfort of French panty style underwear right through the Fall.

You can get Nazareth underwear in this popular style for boys and girls in Fall and Winter weight knitted fabrics.

Designed for wear with the dress of today, these suits do not show below outer garments.

Nazareth also makes regular union suits and waist suits in ankle length with short or long sleeves for those who need the extra warmth.

Because of its dependable quality, Nazareth is the favorite underwear with millions of children—it has been so for forty-three years.

If your retailer cannot supply you, write us for catalog, mention dealer's name and we will see that you are supplied.

Style HS
(at left)
Infant's Shirt. Fall and winter weight, cream tinted, part wool, rayon stripe, fleeced fabric. Sizes 1, 2, 3, 4, 5, 6. Also made in pin back and tie-side styles. Price 50 cents a garment.

Style P/1
(at left)
Fall and winter panties. French style, trunk leg, cream tint, rayon stripe, part wool. Elastic waist band. Sizes 1, 2, 3, 35 cents per garment. Sizes 4, 5, 6, 50 cents a garment.

Style BUDN
(at right)
Fall and winter weight. Dutch neck. Short sleeve, trunk leg, waist union suit for boy or girl. Bleached, fleeced, knitted fabric. Taped front back and sides. Non-rusting pin tubes. Taped buttons.

BUDN/2
Same style without sleeves. Sizes 2-3 to 12-13. Price $1.00.

Catalog sent on request

NAZARETH WAIST CO.
Dept. C
366 Broadway, New York
Mills: Nazareth, Pa.

The Home Library

(*Continued from page 77*)

pleasure for a song, so we can't let him go. Some day we will bind a few of his best, "Bagot's Italian Lakes" for example.

There has been no effort here to list our library, for the book needs and desires of no two families can be identical. I think we have been governed largely in the purchase of our library by the reference needs of a family of varying ages and by the fact that we have had to build inexpensively.

THIS LATTER has made us hunters of bargain books. We know the editions we want and their prices and we wait until we find them at the price we can afford to pay.

We are on the list of several book bargain houses. Their lists are carefully compared for price, quality and condition. We watch the papers for department store book sales. Several of our best editions have come from that source, slightly shopworn, hence excellent bargains. The newspapers also offer possibilities in their want advertisments. Many people, victims of over-zealous book agents, feel they "just can't move books" and they will almost give them away. We all haunt second-hand bookstores. It's fun and good business too to pick up a first edition of "Huck Finn" for five cents. Second-hand furniture stores often yield excellent bargains. They usually have only a set or two, but we found our red leather Dickens, printed by Horace Hart, there for fifty cents a volume. "Antique" signs entice us as we motor through villages, they value their china and furniture more highly than they do stray books as a rule. I hold a brief for books as the object of a collection, for in them you acquire something that you not only look at but something you really use, something beautiful, something useful.

Books have come to us from other sources. We all have standing lists of wanted books and these make Christmas, birthday and anniversary gifts a simple matter for the family and our friends. And "To him who hath" holds good in our case for we have had three quite wonderful legacies of fine editions.

Now that good books are being brought out in single volumes, to be added to as desired in the same binding, we are finding our book problem decidedly simpler.

"The Maw" is an important part of our library even though the system of filling is exceedingly crude. Our foreign postcards are filed in the three upper drawers according to cities. With these are put local folders, newspaper clippings and other pertinent information.

The next three drawers have blank cards listed according to subjects, and on these are given the available sources of information in our library. Expert advice in the beginning would have improved this system, I am sure. However, if a child wants information on Botticelli he looks under that name and finds that there is material about him in half a dozen books, several magazine articles, and a lot of pictures in the friendly manila envelopes in addition to the stern facts in the encyclopedia. We have demonstrated thou-

Mealtime Melodrama

(time 1930)

The villain in the melodrama is small Willie who will not touch his food until the heroes, mother and father have cajoled, bribed, threatened and spanked Willie to conquer his seeming lack of appetite. Dr. Rachel Ash, who writes on "The Zest for Food" in the October issue of HYGEIA, the Health Magazine of the American Medical Association, knows all the tricks of children who will not eat. She tells the "why" of this host of finicky, unhungry children, and shows mothers how to make them hungry. The non-eating Willies and Bessies will be easier to handle after mother and father have read this article.

A CLEAN HOUSE *in a* CLEAN TOWN

Your home is cleaner when the street you live on is clean. "Anyone who has kept house in a clean, little town and then has moved into a city such as Pittsburgh will appreciate what I mean," says Inez Stearns Macaulay in her article in the October HYGEIA. She tells how European cities keep spotless and adds "The degree of cleanness of a really clean European city cannot be appreciated by those who have never seen it." Read this article and then start observing cleanliness in American cities.

Other Health Topics
of vital interest to you

"Making the Most out of Medicine Ball," is a lively description of a healthful sport with full instructions how to make it a thrilling and all-sufficient home exercise. "The Antiquated Coroner System" explains a blunder in the legal processes of certain cities that is injurious to health and personal welfare. "Simple Lessons in Human Anatomy" is a "get-acquainted-with-your-body" series of articles that will help in health preservation—these are only a few of the health problems treated in HYGEIA. Every topic is written by an authority who talks to you through HYGEIA pages as he would talk to a friend—in a personal heart to heart style that makes the reader want more and more of HYGEIA. Every issue is a gold mine of health information. Clip the coupon, fold a dollar bill in an envelope and start your subscription to good health now.

Special Introductory Offer:

HYGEIA
The
HEALTH
MAGAZINE

6 months for $1.00

$3.00 the year

AMERICAN MEDICAL ASSOCIATION PM-O
535 North Dearborn, Chicago

Enclosed, find $1.00 for which send me HYGEIA for six months in accordance with your special introductory offer.

Name .....

Address .....

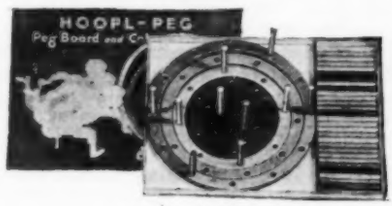
Bradley's

PRE-SCHOOL PLAYTHINGS

attract the child, inspire interest and teach first lessons in color, form, manipulation and mental activity.

PLAYTIME BUILDING BLOCKS

No 4519—Consists of a set of beautifully colored blocks in the form of cubes and pillars. Covered with red, yellow, and blue paper. Five cubes, 3 inches square, four pillars, 3" x 9", four pillars, 3" x 6". Each set comes packed in a strong box with lithographed label. Size 15½" x 15½". Price, $1.50



HOOPL-PEG

No. 4301—An advanced type of educational peg board, consisting of six individual sections. There is one section each of the spectrum range, red, orange, yellow, green, blue, violet. The pegs are 4 inches long and ⅜ of an inch in diameter. The cover bears a striking lithographed label. Size 11¼" x 15½". Price, $2.00

PLAYTIME ANIMAL BLOCKS

No. 4456—This set of blocks has the same educational features as No. 4457. The only difference is that the box consists of twelve 3-inch cubes instead of 4-inch. Size 9½" x 12½". Price, $1.25

These are selected numbers from the Bradley catalog of Pre-School Playthings. The complete line comprises a rare variety of especially desirable educational materials for small children, correct in theory and beautiful in design. Write for a copy of this interesting catalog.

ASK ANY TEACHER

MILTON BRADLEY COMPANY
Springfield, Mass.

sands of times that our library is really one that works and I believe that therein lies its real charm for us. Catalogues are in the other drawers as is unlisted information.

Tom Jones and his family are off for a holiday in Europe and they are planning their trip. What about a trip to the battlefields? They find the required information in our several folders from Cook, the American Express and the Bon Marché travel bureau. Ours is a library that lends, but values its loans, so we list our books when friends borrow them. That and a bookplate have helped wonderfully in bringing our books back to us.

The old revolving bookcase, picked up second-hand, holds the latest magazines, our newest books and the books we are using at the moment. Our floor lamps can be moved about easily, and the drop-leaf of the old secretary makes a convenient rest for heavy reference books.

If you have never illustrated there is fun ahead of you. Take a copy of "The Marble Faun," "The Iliad" or Hans Christian Andersen's "Improvisitore." List the names of places, monuments, gods and pictures as you read the book. Find these in University prints, blueprints, postcards, anywhere in fact and glue them into the book with strips of gummed paper opposite the references. Your friend who buys five sets of rare engravings to have bound in his book won't have more fun than you will.

Build your library according to your honest needs, not for appearance but for use. Make every book in it easy of access. Don't begrudge books house room and if you are a housekeeper don't overmobilize on the semi-annual dusting. Don't fear the cost of the library. You spend the price of a book without a thought on an ephemeral thing. Book buying is a habit. If you want a library you can have it.

Answers to Information Test

(*See page* 17)

Answers to TEST I
5 to 7 years

(1) Camera. (2) Trot. (3) Cow. (4) Cold. (5) Parents supply. (6) Grocery store. (7) Yes. (8) White, (9) Little. (10) Water.

Answers to TEST II
8 to 10 years

(1) Lindbergh is the first man to fly alone across the Atlantic Ocean. (2) Entertainers. (3) Tuesday. (4) Early afternoon. (5) Trees. (6) Spoon. (7) To protect people. (8) Airplane. (9) Milk and cream. (10) White.

Answers to TEST III
11 to 14 years

(1) Twenty-four. (2) George Washington. (3) Number 3. (4) Lungs. (5) Friday. (6) France. (7) Golf. (8) Music. (9) Divide. (10) Texas.

Answers to TEST IV
15 to 18 years

(1) United States Supreme Court. (2) Legend of Sleepy Hollow. (3) Darwin. (4) No. (5) Holland. (6) Monroe Doctrine. (7) Secretary of State. (8) Waterloo. (9) Square. (10) Curtis.

For a CHILD
Milk of Magnesia

WITH all your care, a child's digestive system will now and then become too acid. Rest and diet will correct it. But this takes time. The *instant* way is with an alkaline provided by Nature for the purpose. Milk of Magnesia. For over fifty years Phillips' Milk of Magnesia has been the standard anti-acid for correcting disorders caused by excess acid. In adults: sour stomach, nausea, indigestion, heartburn. In children: bad breath, sour belching, frequent vomiting, colic, feverishness, diarrhea.

All those symptoms of over-acidity are soon banished by a little Phillips' Milk of Magnesia. Children accept it readily. Nothing better to keep the bowels open in cases of constipation, colds, and children's diseases. It has important uses at any age.

Be sure to get the genuine, prescriptional product. Milk of Magnesia is a liquid. The bottle should bear Chas. H. Phillips' signature. Phillips' is what physicians use and endorse.

The above are CERTIFIED ADVERTISEMENTS. See page 98 for Advertising Standards.

DONT HURT YOUR BABY with pins and buttons

Vanta*

Baby Garments

No Pins No Buttons

PLEASE, mother dear, dress me in Vanta*! Don't use pins that come unfastened and prick or buttons that turn on edge! Vantas* tie with cute little bows of twistless tape. You don't need to turn me over even once in dressing. I can always look up into your face and see you smile. That makes me very happy, too!

Thousands of doctors and nurses recommend and millions of mothers use Vanta* No Pins No Buttons Garments for the first two years, then Vanta* Self Help Garments that make it easy to teach babies to dress themselves, saving mothers' time, and also training babies' minds.

Every Garment is of finest Vanta* Quality, guaranteed non-shrinkable. Knitted fabrics of silk, wool, linen mesh, rayon, ease, cotton, in every desired weight.

Originators—Specialists

Almost every improvement in baby dressing has been originated by VANTA*. Specialists who make only finest Garments and Hosiery for Babies.

Ask your store for the original Vanta* Garments. If you cannot get them write EARNSHAW KNITTING CO., Dept. 367 Newton, Mass. In Canada, write J. R. Moodie Co., Ltd., Hamilton, Ont.

*Vanta—Trade Mark Reg. U.S. Pat. Off.

FREE TO YOU

Vanta Pattern, also "Baby's Outfit," a book of 64 pages on care and dressing of babies.

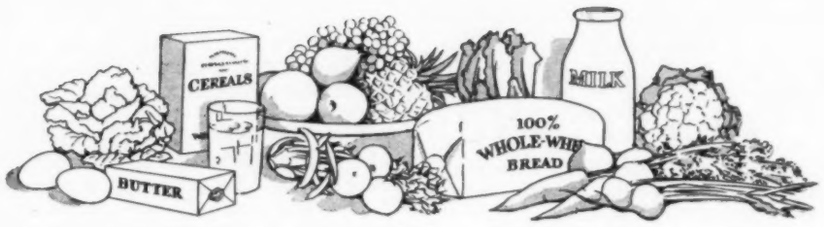
Earnshaw Sales Co., Inc.
Dept. 367, Newton, Mass.

Without charge now or later send pattern and full instructions for making the new Vanta* square-fold, pinless diaper. Also Baby's Outfit book and illustrated catalog, all in plain envelope.

Name.....

Address.....

City.....State.....



EXPECTANT MOTHERS

What to Choose When Eating for Two

By LOUISE ZABRISKIE
Field Secretary, Maternity Center Association, New York City

IF THERE IS one point to be especially stressed during pregnancy it is the mother's choice of foods. There need not be any great divergence from the usual varied diet, but only a closer attention to the completeness of it. Sufficient food should be taken to meet the requirements of the body and at the same time to furnish materials for nourishing the developing baby.

The food which the mother eats affects not only the baby, but the mother's general health and her ability to recover from the effects of childbirth. Later, it may be the determining factor in the mother's ability to nurse her baby. In general, food affects the quality of the muscles, blood, nerves, glands, bones and teeth, the functioning of the organs and resistance to disease.

Considering pregnancy in relation to diet, the time may be divided into three periods. The first period dates from conception to the end of the third month. The gain in weight of the baby during these first weeks of pregnancy is scarcely more than one-thirtieth of an ounce a day. The additional food necessary is hardly appreciable, but it is often during this period that nausea and indigestion are most noticeable, therefore the diet should be guarded carefully so as to maintain the mother's general nutrition.

The second period is from the fourth through to the seventh month. As these weeks pass, a more rapid growth occurs and the amount of food required becomes correspondingly greater, especially in quality. During this period the uterus, although enlarging, does not become burdensome, so the patient can be active, and this very activity uses up quickly certain of the food elements.

The third period, or the last two months, is the time of rapid growth of the baby. One-third of the weight of the baby is acquired during the last six weeks of uterine life. During this period the mother, because of greater size of the uterus and its contents, is apt to be much less active but hungry, and without supervision of her diet may increase in weight too rapidly. That is one reason why the doctor wishes to see his patients more often during these last weeks of pregnancy.

In suggesting a diet for a normal pregnant woman we must strive to select food which will please the patient, as well as promote the best conditions of health for the mother and the baby.

The material for making the baby's bones and teeth comes from soluble salts in the mother's blood supplied by her food. The baby's teeth begin to form by the third month of life and when he is born he should have in his gums a completely formed, perfect set of hard little "milk teeth." All the teeth a child will ever possess are under construction long before he is born. The tissues of the baby's body are also being nourished from substances strained from the mother's circulating blood and the little body that is built will be just as strong as the building materials provided and no stronger.

Our special interest now is not only in the total amount of foods, but in the different kinds and their values. The expectant mothers must have enough protein to help to build the bones and muscles and repair tissues. Protein is found in meats of all kinds, eggs, cheese, nuts, dried beans, etc. During pregnancy when the kidneys are doing double duty, they sometimes are overburdened because of an excess of protein food and it is then the doctor advises a diet limiting these foods. That is another reason why it is so important to see your doctor regularly.

Carbohydrates (starchy foods and sugars) are needed for heat and energy. They have been called the "pep food." However, if too much is eaten, it goes into excess weight and is apt to dull the appetite for such essential foods as green vegetables and milk. Natural sugars are taken in fruits and brown sugar and honey may be substituted for cane sugar. The whole grain cereals, whole wheat and rye bread are excellent. It is well to eat sparingly of white potatoes, white bread, sweet rich desserts and candy, and during the last two months of pregnancy omit these foods entirely.

MINERAL SALTS make red blood and furnish calcium and phosphorus for bones. Minerals enter into the tissue building, aid digestion, help to regulate the body processes and are responsible for muscle function. These mineral salts are present in green leaf vegetables, whole grains, milk, fruits and yolk of egg. (Mineral salts may be lost by the careless cooking of vegetables. Vegetables should be carefully washed, tightly covered and cooked in as little water as possible.) The minerals in the pregnant mother's diet are very important for the building

of a good bony structure and hard teeth.

Fat, such as butter, cream and olive oil, is another form of energy food and aids growth. The amount to be taken, however, varies according to the individual.

Water in the diet is important. Drink six to eight glasses daily. With the extra strain on the kidneys, skin, and intestines, water is urgently needed to dilute the waste products which must not be allowed to accumulate and poison the system. If the patient has not the habit of drinking water, the amount may be increased gradually. Many doctors advise their patients to take two to three quarts of fluids daily, a large part to be water, the remainder may be one cup of coffee or tea, and milk, malted food drinks, cocoa and soups.

In a well-balanced diet all the vitamins necessary to health are present. No expectant mother need worry about them if her diet includes: 1 pint to 1 quart of milk; 2 green vegetables or more; fruit, raw or cooked, twice a day at least; the dark cereals and dark breads (white bread may be eaten for variety); real butter; meat eaten sparingly; and no food which is known to cause indigestion.

Books and Pamphlets

Published by THE PARENTS' MAGAZINE
255 Fourth Avenue, New York, N. Y.

A Doctor's Letters to Expectant Parents—A helpful book treating the psychological side of pregnancy as well as the physical. Invaluable to both mothers and fathers-to-be. Eighteen letters—two for each of the prenatal months. $1.75.

The Modern Baby Book and Child Development Record—A unique book in which to record the development of children from birth to 16 years. It combines the charm and sentimental features of the old-fashioned baby book with the scientific records prepared by two of the foremost child specialists. Enables you to compare your child's development with the "average" child. The book comes in a box containing a handy file for photographs, letters, school report cards, etc. An ideal gift to the mother of a new baby. In pink or blue cloth binding—$5.00. De Luxe edition in half leather in either color—$10.00.

If Parents Only Knew—What the modern school is doing for the child and how the home can help. Health, Recreation, Citizenship, Character Training and Choice of Vocation are among the subjects. $1.75.

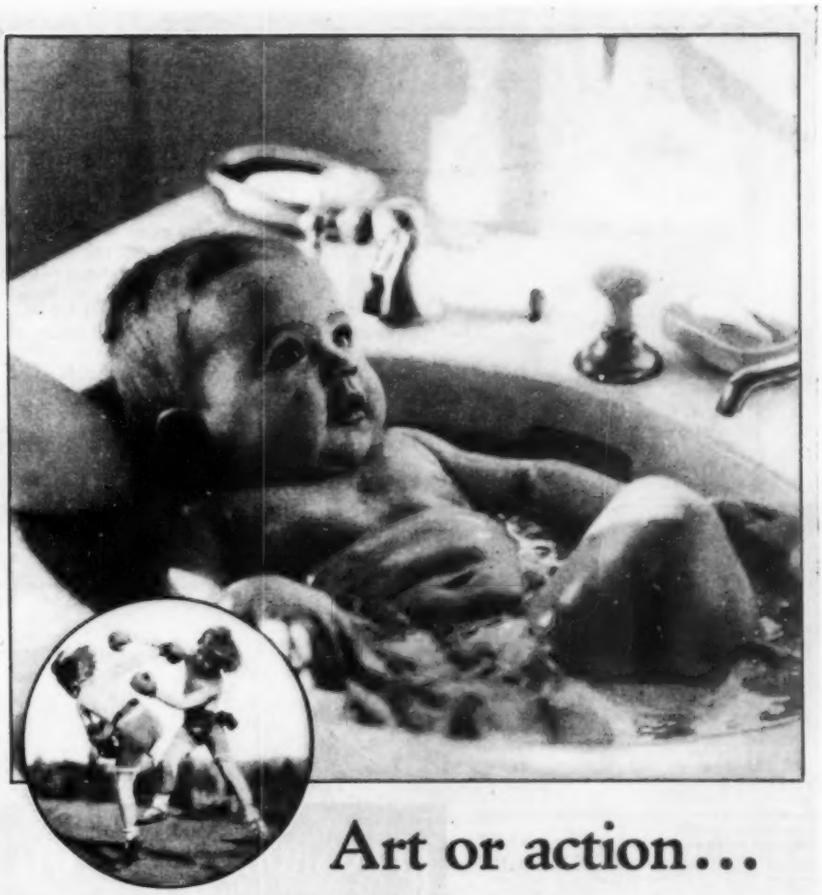
How to Adopt a Child—How to select the right child for you; the methods of adopting a child; a list of reliable agencies through which they may be adopted and information on the rearing of adopted children. 25c.

Choosing the School—Questions parents should ask when choosing a school. A school catechism and a bibliography on educational methods. 10c.

What a Camp Can Do for Your Child—This pamphlet explains the advantages of camp life for boys and girls and includes a bibliography on camps and camping. 10c.

Should Children Eat Canned Foods?—An unbiased report based on scientific findings concerning the quality and safety of canned foods and their use in the child's diet. 10c.

How to Boost the Membership of Your P. T. A.—A 12-page pamphlet outlining a well-laid plan of action for a successful membership drive, including methods of gaining co-operation of members and school children and ideas for publicity. 10c.



Art or action... Graflex is the most versatile of cameras! Childhood's unstudied poses . . . childhood's swift action! Capture them with a Graflex . . . such pictures are priceless to you in years to come. Graflex pictures *live!*

Let the nearest dealer in fine cameras show you how Graflex eliminates guesswork in focusing and makes artistic photography surer, simpler, for amateur and professional alike.

The CAMERA For More *Interesting* Pictures

GRAFLEX

FOLMER GRAFLEX CORP. . . . ROCHESTER, N.Y.

FOLMER GRAFLEX CORPORATION, *Dept. 14*, ROCHESTER, N. Y.
I want to see the booklet that tells how more interesting pictures are being made. Please send "Why a Graflex?" to name and address written on margin of this page.

The above is a CERTIFIED ADVERTISEMENT. See page 98 for Advertising Standards.

"I WANT TO GO TO SCHOOL, TOO, MOTHER" . . .

"Too young to go to school" does not mean "too young to learn". The right kind of playing with the right materials imparts fundamental knowledge and sense-training, the benefits of which are endorsed by recognized leaders in child education.

Alert Merchants Foster The "Learning While Playing" Idea

Leading department stores, and children's shops, feature Playskool Institute Products . . . because modern parents demand playthings that teach as they entertain. Ask them to show you Playskool — The Home Kindergarten and other Institute products. If you wish, we will mail an illustrated folder of the complete Playskool line, together with the booklet "Pre-school Training in The Home". Send Ten Cents, to cover mailing, with the coupon below.

Playskool— The Home Kindergarten

Playskool Peggy Box

Playskool Parquetry Blocks

Playskool Cubes and Angles

PLAYSKOOL INSTITUTE
594 Commerce St., Milwaukee, Wis. PM 1030

I enclose Ten Cents for which send me the new Playskool folder, and booklet on Pre-school Training in the Home.

Name_____

Address_____

City_____ State_____

PLAYSKOOL INSTITUTE
594 COMMERCE ST. MILWAUKEE, WIS.
A DIVISION OF JOHN SCHROEDER LUMBER COMPANY

A Better Response—

from your Children — because of a better understanding of them with the aid of these two helpful books .·. .·. .·. .·.

By Mabel Lee Cooper

SEVEN PSYCHOLOGICAL PORTRAITS

Presents child life in seven clear, concise portraits—each covering the four aspects of development—physical, mental, spiritual and social growth. The work of a national authority on child psychology. No wise parent or teacher should be without this invaluable aid in child training. **$1.50**

By Rev. Harold Holt

BUILDING FAMILY FOUNDATIONS

A handbook on family relations dealing sanely with the problems of the family in the New Age: Family economics, Budgets and installment buying. Parent and child relationship, Sex tensions and education. Spiritual values in marriage, etc. A book of high potential in restoring the sanctity of the Home and home life. **$1.00**

MOREHOUSE PUBLISHING CO.
1801-1811 Fond du lac Avenue
Milwaukee, Wisconsin

This Grandmother Job

(Continued from page 26)

conflict of authority can never come up.

I often wonder whether I am more abstract in my relation to my first grandchild than I was to my own children. I don't believe I ever could feel the same sense of responsibility, born responsibility, for him, even though he were in my care. Then I, myself, becoming more abstract and detached with the years, so that I see individual instances falling under general classifications, find it much easier to track effect back to cause, have very different standards of relative importance, take a longer look back and ahead, demand less of myself and others and appreciate much more what I get. I can be content to be a bystander. I love to be a participant in this upbringing project, but I find that it is easy to slip into the spectator role and to be satisfied with it and even enjoy it. I will do anything for him and love to do it and be pleased to be asked but I can stand aside and see others do it without aching to be at the job, or being critical of their performance.

I FIND MYSELF too willing to compare his achievements, physical, mental and emotional with his contemporaries or with youngsters of other times. Granted that even far more than I realize, I remember the places where he excels and forget the others, if any. Granted that in my heart I feel there never was a more beautiful, more clever, more amiable baby, in my mind I am willing to measure him by every standard I know and to try to look at the results quite dispassionately. Of course, I have very different ideas than I had when his mother was a baby about what it is desirable that a youngster should be. I have more regard for possibilities and tendencies. I have more faith in knowledge and standard procedure and less in trial and error. I am far more ready to acknowledge that I may be wrong and that even the authorities in every field may not be infallible. I know that measurements are only accurate when the unit of measurement is accurate and the tests are not infallible. I have come increasingly to feel that to be normal, to be healthy, to be happy, is much more important than being supernormal, if that means being unhealthy or unhappy.

I think I look at his parents and the parents of his generation a bit differently than the parents of my generation looked at me and my contemporaries. I am quite willing to acknowledge that they know a great deal more about bringing up children than I did at their age, yes, even more than I know now; that they understand the new generation and look ahead at the life it must live more clearly than I look. I reserve the right to express my opinions, but expect them to be taken as opinions and not as the law and gospel. I marvel that they are wanted, that I am always made to feel that I know, I care, I belong.

And for all that I get, what do I give? I often wonder just what we grandparents *can* give our grandchildren that their own parents cannot give. Perhaps

The finer things

MODERNITY and beauty are graciously combined at Chalfonte-Haddon Hall.

Come for a day, or a week, or a year. Enjoy the salt sea air. Good food. Rest in the sun on the Ocean Deck. Bathe in the clear, bright sea. Have tea to the strains of Boccherini. In the background is an informal friendliness that makes every minute of your stay a pleasure.

Write for further information. There is a Motoramp garage.

American and European Plans

Chalfonte-Haddon Hall
ATLANTIC CITY

LEEDS AND LIPPINCOTT COMPANY

the long-time look back, with some hint that there is a long time look ahead also. For another thing, a great appreciation of the joy of being young, which their parents are still too young to feel. For another, if we are fortunate enough to have time to spare and a serene attitude, perhaps we can contribute a willing, non-critical interest, ready to argue and able to set the example in being just a bit detached and philosophical, but not by any means giving lessons in detachment and philosophy, for they are not for the very young. Perhaps it is our proud privilege to have a little reserve budget of time, of energy, of money, stored away for this use, which the busy lives of the parents do not, as yet, permit. It seems to me our right to use this for the youngsters, if we can fit in with the parental project. Nothing we can give our grandchildren can ever compensate for what they gave us: a chance to project ourselves into the future; to be a living, breathing part of the years to come, an inducement to grow old, serene and satisfied and unafraid, since we can leave our cherished possessions and projects and ideals in the hands of our very own; an opportunity to feel that this new job they have given us, this grandmother job, is one which means that we never can cease to be needed.

Good Movies and Bad

(*Continued from page 34*)

of the wide open spaces is reformed in spite of himself under the guidance of the sweet girl. Evil is "tough" and virtue is rewarded. Too obvious for discriminating audiences. (U) *For A:* Hardly. *For Y:* Little interest. *For C:* Not recommended.

LOVE AMONG THE MILLIONAIRES, with Clara Bow (*Paramount*)—Trite little story of waitress falling in love with son of railroad president, supposing him a brakeman. No "sex," some slapstick inserted where it did not belong, all characters—high and low alike—talk same cheap English, and Clara's drunken scene is not elevating. Some genuinely human moments by Clara in a type of part new to her, and some amusing situations, are not enough to make the film significant. (E) *For A:* Mediocre. *For Y:* Hardly. *For C:* No.

MAN FROM WYOMING, with Gary Cooper (*Paramount*)—War picture, a bit different from the ordinary, mainly thrilling and wholesome save for jazz scenes lugged in through false motivation. Marred by absurdities in the story, incredible actions, and rather colorless acting by Gary Cooper. (E) *For A:* Hardly. *For Y:* Fair. *For C:* Too strong.

MANSLAUGHTER, with Fredric March (*Paramount*)—March does another fine rôle, as honest district attorney compelled by duty to send to prison the girl he loves. She is a rich and unspeakable snob, but made as charming as possible. Story is strained and incredible, but good acting and voices, with strong emotional situations, make it a thoroughly interesting film. (E) *For A:* Good. *For Y:* Entertaining. *For C:* Good if not beyond them.

NIGHT WORK, with Eddie Quillan (*Pathé*)—Much over-acted comedy of serious-minded young clerk committed to the financial support of an orphan. Funny and thoroughly human at times, inane at others. (E) *For A:* Inane. *For Y:* Amusing. *For C:* Good.

ONE EMBARRASSING NIGHT, with Ralph Lynn (*M-G-M*)—Clever farce depicting innocent adventure of young English girl, who being locked out by her stepfather for some trifling misdemeanor obtains shelter for the night in the home of a young married Englishman. Delightfully absurd throughout and highly entertaining. (U) *For A:* Amusing. *For Y:* Probably amusing. *For C:* Of no interest.

QUEEN HIGH, with Charles Ruggles (*Paramount*)—Mostly ridiculous farce, but very funny in spots—of two warring business partners who

(*Turn to page 85*)

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Good Movies and Bad

(*Continued from page* 83)

let one poker hand decide which shall be boss for a year with the other as his butler. Elementary acting, except by Ruggles, and very crude song-interpolations. Moviedom seems to think anyone who can carry a tune has a "voice." (E) *For A:* Mediocre. *For Y:* Amusing. *For C:* Amusing.

RAFFLES, with Ronald Colman (*U. A.*)—The classic of crook stories finely screened, with Colman doing one of his best rôles to date. Some excellent comedy to relieve the strong suspense at really logical moments. (E) *For A:* Good of its kind. *For Y:* Entertaining. *For C:* Good of its kind.

RAIN OR SHINE, with Joe Cook (*Columbia*)—Hilarious and brainless farce comedy of circus life—incessant cheap wisecracking and crude action—funny or stupid according to the spectator. (E) *For A:* Worthless. *For Y:* Hardly. *For C:* Hardly.

RAMPANT AGE, THE, with James Murray (*Security*)—Just another senseless talkie, full of noise and meaning nothing. (E) *For A:* No. *For Y:* No. *For C:* No.

RECAPTURED LOVE, with Belle Bennett (*Warner*)—Entertaining triangle drama for more or less sophisticated audience. Not old, but always popular, susceptible middle-aged husband wanders from his fireside, only to find that the comforts of home and a sympathetically understanding wife of his own age have the more lasting appeal. (U) *For A:* Entertaining. *For Y:* Unsuitable and no interest. *For C:* Unsuitable.

SEA BAT, THE, with Charles Bickford (*M-G-M*)—Far-fetched and labored thriller of the South Seas. An unpleasant and unconvincing portrayal of the reformation of an escaped convict through religion. (UE) *For A:* Hardly. *For Y:* No. *For C:* No.

SONG OF THE FLAME, with Bernice Claire (*First National*)—Pretentious, all-color mixture of lively events during Russian Revolution. Endless music and songs, some of them very good, but they feature Noah Beery's singing! (E) *For A:* Hardly. *For Y:* Better not. *For C:* No.

WAY OF ALL MEN, THE, with Douglas Fairbanks, Jr. (*First National*)—Another artificial melodrama on the idea that human nature is transformed in face of danger. Miscellaneous group of men and one woman, imprisoned in basement saloon by a supposed flood from broken levee, think they are doomed and act accordingly. Emphatically pre-prohibition, otherwise undistinguished. (E) *For A:* Mediocre. *For Y:* No. *For C:* No.

WAY OUT WEST, with William Haines (*M-G-M*)—About as bad as a talkie can be, with William Haines back in his outworn, smart-aleck rôle. An emasculated Western, in spite of fist-fights and a near hanging. If Mr. Haines' "future" on the screen is of any importance to anyone, it would be wise to change the formula for his plays immediately. (E) *For A:* Worthless. *For Y:* Worthless. *For C:* More worthless.

WHAT MEN WANT, with Pauline Stark (*Universal*)—Stupid title for unadulterated twaddle, shown "For adults," wasting Pauline Stark on a futile story which was never worth screening. (E) *For A:* No. *For Y:* No. *For C:* No.

WITH BYRD AT THE SOUTH POLE (*Paramount*)—A splendid subject almost perfectly picturized. Richly educational picture of life and struggles in the polar regions, with the thrill of success for the climax. Justifies the Byrd expedition merely as glorious adventure and courageous achievement whether its scientific value proves to be very material or not. (E) *For A:* Excellent. *For Y* and *C:* Excellent.

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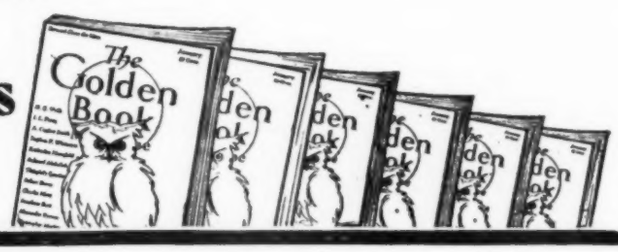

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Furnishing the Whole-Family House

(*Continued from page* 31)

the desired wood color by the use of stain or dye. Two coats of shellac should be applied, or more if you do not wish to use wax over it. Where there are children, several coats of shellac will be a great protection to the floor. Shine and slipperiness may be reduced by thinning the shellac a little with alcohol. There is also a floor lacquer which stains and waxes at once, but one coat of any finish is not enough to protect a floor properly. For this reason stain, two coats of shellac and an application of liquid floor wax, polished with a weighted floor brush, are preferable.

WITH SOFT WOOD FLOORS, which are likely to be old and in poor condition, it is well to fill cracks and deep scars with plastic wood before proceeding with stain and finish. This plastic wood has all the characteristics of wood except that it is not grained. It is in the form of a thick paste before it hardens. After blemishes in the floor have been gone over with this, use a spirit wood stain, which, like the oil stain mentioned above, will bring out the beauty of the graining of the wood. This type of wood dye will dry more quickly than the oil stain and so will not soak into the soft wood as readily as the oil stain. In applying any dye or stain to a soft wood floor, it must be remembered that the softer the wood the more dye it will absorb and the more dye absorbed, the darker the shade of the finished floor. To avoid having too dark a floor, go over it rapidly and evenly with smooth strokes of the brush, wiping excess dye away with a cloth, or waste, as you go. Like the oil stain, the spirit stain is merely a preparation of the floor for a finish and is not a finish in itself. Shellac, or shellac and wax, must be used over it to preserve the color, prevent marring to some extent, and to give the eggshell gloss.

Liquid floor wax, applied with a flannel cloth and polished with a weighted floor brush, will prove the most satisfactory method of waxing the floor and though the brush is heavy, the rhythm of an even swing, which one develops, is not over-tiring and is certainly preferable to the old hands-and-knees method. Where there are children the floors will have to be waxed more often, naturally, but every two weeks should be sufficient, otherwise they will become too slippery. Where there is less wear and tear on the floor finish, once a month will probably be sufficient for an application of the wax and the use of the floor brush.

For walls and for woodwork, the eggshell gloss mentioned above is again the most desirable finish, as it has a refined appearance which is lacking in the old calcimine or the thick dulness of flat paint. This semi-gloss may be obtained by using a mixture of half flat paint and half enamel. If you have a decorator, *by all means stay with him when he is mixing paint for your walls and woodwork.* It seems reasonable to expect him to know how to produce certain shades, but it is amazing (*Turn to next page*)

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Furnishing the Whole-Family House

(*Continued from page* 87)

how mechanical even a reputable decorator can be. Many consider an evenly coated wall a good job despite what may be an uninteresting and blank appearance which might have been avoided by a mixture of tints or a combination of paints. So know definitely what you want when your workmen arrive and allow time to work patiently with them until they achieve the shade you desire before you allow them to touch your walls. Insist on a dried sample of the mixture before you permit them to go to work on your room. Another point upon which there is frequently an argument is that of the painting in of moldings. In some old houses there are wide moldings which, unless otherwise instructed, the painter will paint in with the ceiling color, thus making the ceiling seem low. If the wall color is carried up onto this molding the height of the room will appear to be much greater.

As to colors, many readers have written to us asking for help in the choice of appropriate wall colors, chiefly for their living-rooms. Any of the pastel shades may be appropriately used in bedrooms and the color scheme adjusted in each instance, but in the living-room a neutral, yet cheerful, color should be chosen which will harmonize with wood tones and serve as a background for draperies and rugs of deep colors. For a general rule, then, perhaps the choice of colors offered to prospective tenants by the owners of a large and exclusive new group of apartment buildings in New York is a good one to pass along to you; for almost any period or color scheme could be introduced into a living-room with any of these three backgrounds: a delicate green, ivory or peach. If a living-room is very light and the furniture is not too massive, a French gray may sometimes be used successfully. But probably the safest choice of all, from a practical point of view, for the average home where there are children, is a fawn shade; for it is not too light and tones well with anything in the way of woods and colors. You may tell your decorator that this is obtained by the use of burnt umber in the mixture and the blended color is a shade which belongs to the fashionable beige family. For the ceiling and the woodwork the rule is: use the same color as that of the walls, but in a lighter shade for the ceiling and in a slightly darker shade for the woodwork. The woodwork may, of course, be painted in a contrasting color, or in a shade picked up from the pattern of the wallpaper, as is frequently done in bedrooms, and especially in children's playrooms where primary colors and strong contrasts are used. But for the living-rooms of the house one soon tires of so obvious a contrast.

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Send 10c for one dozen of your own first name woven in fast thread on fine cambric tape.

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For Directory of Schools
See Pages 6, 7, 8

an oil paint; and which gives a satisfactory wall finish, is a satin flat paint which is available in eighteen shades so that mixing is again simplified in its use.

Wallpaper, which has for several years given place to plain walls in general favor, is again coming into its own as a medium of wall treatment. Interior decorators, scorning the simple solution of plain walls as a setting for their room schemes, now use a wallpaper to set the color tone for an entire room. Subtle touches of color in the pattern of the wall covering are picked up in fabrics, pottery, lamp shades and cushions about the room. Interior decorators choose papers to suit their purposes in the alteration of a room, to give an illusion of a change in the size of a room, or in its architectural shape, or even in its temperature! Warm colors and floral patterns may make a bleak, north room cozy. Papers patterned in vertical stripes heighten a room. Horizontal effects in pattern make a room seem lower. Plaids are good in many styles of rooms because of the unity and simplicity of the design and are used as architectural cures since they gloss over bad juttings in the wall and give an effect of continuity of line. Period papers in clear, definite color tones are much in vogue, especially the diamond-patterned Colonial or Empire papers which allow unhampered selection of the furnishings to be used with them. Scenic papers are also enjoying widespread favor.

DEPENDABLE types of patterns are: close polka dots, vine patterns, small, regular, conventional flower designs of the chintz type, blocks, medallions, stars and clover-blossom patterns. The floral designs with a very up-to-date look are those which employ broken-block lines, in the modern manner, in the background development. Types of papers to be avoided are: blurred patterns, indefinite colors, mixtures, patterns with muddy backgrounds or cheap, gilt trim.

Papers for children's rooms should be imaginative in design and appealing in color. With the exception of the period papers, good juvenile papers follow the same types as those outlined above. An attractive star pattern which is especially good in a child's room, or for the ceiling of a child's room, is available in yellow or green with gold stars, or in peach with blue stars. The latter would be an ideal paper to select for an infant's nursery. A balloon paper with white, pearl gray or cream ground, is gay with children chasing multi-colored balloons, and another scenic paper is a Tony Sarg design of locomotives, ships and stage coaches.

It is an advantage to have your wall papers washable, especially in homes where there are children. Ready waterproofed wall coverings are available and in addition to the well-known domestic wall covering of this type there is on the market a new waterproof fabric wall covering which is also resistant to scuffing. While this is not yet shown in any but plain colors, an excellent color range is offered, and the rice-grain design, plastic effects, and fine parquet patterns afford an interesting choice for a variety of purposes. Regular wallpapers may also be preserved by shellac, so that they are waterproof and can be washed.

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What are Regular Habits Worth?

Forget that DOO-TEE saves hours of a mother's time each week . . . Forget the bathroom cleanliness that follows its use . . . Take no account of the work it eliminates.

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That it automatically trains the child in habits of regularity . . . That such habits are a life-long asset . . . That child psychologists stress the vital importance of such early training.

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Druggist .....
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Established 1895—Dept. 32—Send for Catalog.

Left-Handedness

(*Continued from page 29*)

move in harmony but everyone is familiar with children whose eyes are crossed. Children with crossed eyes practically depend upon the one normal eye for clearness of vision, while the impressions from the eye out of alignment are more or less discarded by the brain. Such children are dependent for their pictures of the world upon one eye. If the brain tried to utilize the impressions from the two eyes, there would be a large degree of mental confusion from a lack of fusion of the visual images.

THE FISH has eyes on opposite sides of its head. They work separately. Such an animal has unilateral vision. This form of sight holds true for most higher animals, though all have not the same free facility for looking in different directions at the same time as is found, for instance, in the lobster with its eyes at the ends of stalks. Even when man thinks he is using both eyes with equal stress, one of them is dominant and sighting his objects. Usually the dominant eye is on the same side as the dominant hand. This obviously is not only a physical convenience and an evidence of physical harmony, but is definitely helpful in enabling people to move with greater freedom and to adjust more easily to a world where this is considered normal. There are a few left-handed and right-eyed people as well as right-handed and left-eyed people, and for them there is special likelihood of some confusion in learning and in adaptation.

It is not my purpose to discuss why most people are right-eyed and right-handed and why some are left-handed and left-eyed. It suffices to say that handedness appears to be a trait that manifests itself early in life and is physiologically fixed during the first six to twelve months of life. There is ample evidence that eye-hand relationships develop normally if no effort be made at compulsive training. There is much data to indicate that the natural eye-hand relationship is highly important for the normal development and education of the young. It merits recognition and respect instead of neglect or abuse.

Parents and teachers often try to make "Lefty" a confirmed right-hander. Most of modern education is based upon the theory that everyone is or should be right-handed. Writing systems are devised only for the right-handed, and educational institutions, even those ranked as progressive schools, often perpetrate a right-hand hardship upon normally left-handed children by demanding their conformity to the right-hand world. All children do not have the same resistance to the efforts of society to make them conform to the rules and usage of the majority. But frequently parents and teachers attempt to convert sinistrals to right-handedness and thus disturb the child's physiologic harmony; troubles begin. The effort to convert left-handedness to right-handedness often is accompanied by difficulties in speech, in reading, in writing, in thinking and in behavior.

I desire merely to indicate some of the difficulties which may arise and like

PROGRESSIVE EDUCATION

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Contents for October

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DR. ARTHUR RUGGLES
The College Student and Mental Hygiene
SINAIDA HODNITZKAYA
Soviet Children and Their Schools
F. B. RIGGS....*A Plea for International Amity*
BOOK REVIEWS.....*News of the Association*

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For a list of stories now in print address the Secretary of the Museum

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Benjamin Franklin to make a plea for the left hand. Permit the left-handed child to find his own salvation, to work out his own destiny, to be left-handed if that is the hand of his physiologic preference. I shall enumerate some of the difficulties that are observable as a result of a failure to recognize that left-handedness is normal while indicating the serious responsibility that is assumed by those who undertake to make all children right-handed. Speech defects such as stammering and slowing of the rhythm are not uncommon. Reading disabilities, the reversal of letters, calling p q, b d, reading saw as was, not as ton, shifting phrases and even pronounced difficulties in learning words are quite commonly incidental to a lack of respect for the dominating left eye and the natural dominance of the left hand. Writing difficulties are manifest in the reversal of letters, or syllables in writing words, and in extreme cases there is an actual reversal of script which constitutes what is known as mirror writing.

Reading, writing and speaking are social instrumentalities but back of them lies a still more fundamental power which is of the utmost importance in human relationships. The thinking of children frequently is disturbed by the efforts at conversion to dextrality since the result is an enforced slowing up of the mental machinery. It takes such children a longer time to grasp and express ideas and in many instances I have observed a lowered capacity for imaginative work and creation. The reason is patent; the mental machinery is not adjusted in a manner to secure the greatest energy or the most efficiency in motion. Many a child of this type has been regarded as dull and stupid when the responsibility for slowness might properly be laid at the doors of the educational institution.

IF DISTURBANCES of speech, reading, writing and thinking, can be caused by the attempt to make the left-handed person into a right-handed one, it is apparent that there can be interferences with nervous stability. Hence one often finds peculiarities in behavior which do not seem understandable until one appreciates the fact that the child's irritability, fatiguability and perverse reactions may be due to a misuse of his brain and nervous system with consequent efforts at readjustment on the part of the victimized child. Frequently such children show marked irritability at the failure of their own efforts. They may resort to compensating actions because of their incapacity to compete with either the right-handed or the left-handed children of their groups. The confusion of speech, reading, writing or thinking is particularly in evidence in their behavior. Frequently I have seen children who lie, steal or fight; those who are alleged to be apathetic on the one hand or hyperactive on the other change their form of behavior quite promptly after discontinuing the efforts to make them over into right-handed children. Their former conduct was not due to having been born left-handed, but rather, it was the result of a thoughtless social pressure that lessened their sense of efficiency, accomplishment, comfort and satisfaction. (*Turn to next page*)

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In Glass

Also a Boon to Baby's Mother

Mothers—when your babies are about six months old, your doctors will advise Strained Vegetables to supplement the milk diet and increase the supply of mineral salts necessary to produce healthy bones and teeth.

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[In cities your dealer's name is listed in the classified telephone directory under Clapp's Baby Foods.]

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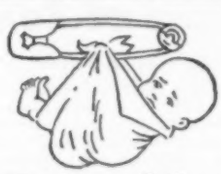
Use margin for Name and Address



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City _____
State _____

Lefthandedness

(*Continued from page 91*)

Against such repression of self they may revolt, and with reason.

There are many persons today who hammer with the left hand, sew with the left hand, play tennis with the left hand, hop and kick with the left foot, but who are writing with the right hand. They form the bulk of the ambidextrous people. For some it has been no hardship. There are others, however, for whom it has been a struggle. There are many who have had difficulties in speech and who have found reading by no means simple. And there are others who have sought to compensate for their maladjustment by activities that have not developed the finest qualities in personality.

It is time that parents and teachers recognized the normality and value of the left-handed child. In this age when so much stress is placed upon individualized school programs and the protection of individual development, it is astonishing that there are still numerous advocates of enforced right-handedness. The theory that the left-handed person is in any way inferior is unsound.

Parents have the first opportunity of training their children and they should permit the child to exercise his natural tendencies and so determine which hand is more useful to him and with which hand he finds the greater comfort and use and the greater sense of power and accomplishment. Let the traditions of the past be flouted and let us act more intelligently than the Kaffirs who shrivel the arm of the left-handed child in order to insure right-handedness even though with the shriveling of the arm comes an accompanying shriveling of the spirit.

Advice to Grandmothers

THE FIRST VIRTUE of a grandmother is reticence. A season of poker playing might be fine practice for your facial muscles. You must at once proceed to gather up all you know about the care of infants and the bringing up of children, whether learned from your own experience or from the experts of your day, and bury it forty fathoms deep in your memory and stamp it down. Then you can take the hand of the young mother and sit down with her at the feet of the young nurses, doctors and psychologists who are going to tell her how to bring up her baby. It will prove worth the effort. Thousands of scientific experts all over the world have been studying the best possible diet for young children, and, though they may make occasional mistakes, they certainly know more about the subject than anybody did twenty-five years ago. Other experts have devoted themselves to the study of child psychology until they have established certain guiding principles in what was but a wild, uncharted sea when we set out as parents. If you can assimilate this new knowledge, your baby's mother will respect you as a contemporary. She may even ask your advice once in a while.
—*Jean Harris Arnold.*

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All in the wonderfully convenient tablet form—"a cube makes a cup" . . . just add hot water—and serve! At good dealers' everywhere. If yours is unsupplied, send 10c for sample package of 6 tablets. Mention flavor desired.

Mouquin Inc.
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This Happy Baby
is tucked
in a
SNUGGLE
RUG

AND Mother is happy, too! For she can be sure that Baby is always safely protected against cold and draughts or dampness, whether he is asleep in his crib, in his carriage or in the motor car.

The Baby Snuggle Rug, featured in pink, blue, tan, Nile and maize Kenwood pure wool fabric and other fine materials, is trimmed in matching satin ribbon. It closes with a zip of the Talon slide fastener that locks at any desired point. The round set-in bottom gives plenty of kicking room for active little feet.

Popularly priced at leading department and infants' wear stores. Send for circular and name of nearest store.

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Pant-ease Side Pinning DIAPER
NEAT AND COMFORTABLE

Just like a little pair of drawers—no raw edges to chafe—easy to change—made of soft, elastic, highly absorbent knitted cotton.
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Wise parents are now deciding to equip their children with this natural Health and Comfort Shoe at the beginning of school days so they will have no foot worries this season. Prescribed by leading physicians and foot experts not only for kiddies but the whole family as well.

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Write for FREE Book TODAY!

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This is the title of a new booklet, suggesting many names for boy and girl babies, with explanations of their meanings, and allusions to history, poetry and legend. Bound in Blue and gold. Send one dollar.

WILLIAM LEWIN, LEFCOURT BUILDING, NEWARK, N. J.

Setting-Up Exercises for the Baby

(*Continued from page 21*)

Recently, a physician asked the writer what exercises should be given to correct bad posture in a child of three. The answer was that a child of three should not have bad posture. If his exercises, clothing, food and rest had been properly supervised there would have been no posture problem at this age.

The mode of procedure in the exercises so far outlined should be continued until the child is old enough to talk and to understand directions. The exercises based upon the ones he has himself created should be given several times daily. For example:

(1) Lying flat, grip mother's hands and sit up.

(2) Raise legs from floor, mother making a slight resistance as he brings them up.

(3) As mother holds foot bring knee to abdomen against her resistance.

(4) Have a long crawl after a ball.

The entire group can be done at the time of the morning bath; immediately before he eats; or, if he does not retire within an hour after his supper, just before he goes to bed. The best time to give them is when he awakens from his nap and before his meals.

THE DAILY SUNBATH is most important to the health of the child. Even tiny babies can be placed in the sunlight for a few minutes daily. The time the child remains there should be extended gradually, exposing the body a little more each day until the entire body is getting ten to twenty minutes of sunshine. Dark glasses for children are available to protect the eyes from the sun's rays.

Recently the writer was asked for suggestions regarding a two-year-old baby who was not progressing. She had the best of care and it seemed nothing had been left undone. Yet the child was pale and listless. She did not enter into any play or show any desire for the many exercises that children of her age usually enjoy. Her muscles were flabby and toneless. Daily sunbaths were started and mild exercises given daily. In two weeks' time marked changes were noticed and in one month she was romping and playing with all the energetic happiness of a normal healthy youngster.

Don't wait until your child starts to go backwards. See that he has the proper exercises and begin the sunbath today.

Little Sister

I have a little sister
Who isn't even three.
She wears some old, blue overalls
That once belonged to me.

When mother hung them on a chair
I laughed and laughed to see
The little, bulgy places
Where sister used to be.

—*Winifred McDonald.*

For Doctors' own Babies—

IT is not surprising that 91% of the doctors' wives recently asked about the cleansing of their baby's wee garments said, "We use Lux."

As doctors know, Lux is made of the purest materials known. Many soaps contain harmful alkali . . . woolens and diapers washed with such soaps may irritate and chafe. Lux has *no harmful alkali,* and with Lux suds, there's *no rubbing* to make woolens shrunken and stiff.

A Boon for Mothers—

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New, sanitary, labor saving, mother's helper. Made of special absorbent paper to keep liquids and stains from baby's clothes. Comfortable to wear—made to fit. Adjustable neckband attached with sticker. No more scrubbing fruit stains. No more bibs in the wash. Mention your dealer's name when ordering this generous package.

In sealed envelope

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Another Labor Saver

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10-30

Growing Up

(*Continued from page 13*)

older and the younger generations. The failure on our part to be aware of the change in our children may do no more than accentuate the field of the interchange. It may, however, result in a rupture of relations and a breaking up of the game.

The general bad result that may come from the lack of awareness on the part of parents that their children are becoming mature is the fact that their attitude toward their boys and girls will be blind and instinctive instead of intelligent and flexible. The worst specific consequence will be the continuation of a system of external control in the life of the child and the consequent estoppel of the development of a system of self control. In the civilizing process, the gradual substitution of self control for external control is the means, and complete substitution is the goal. Moreover, in an increasingly complicated society, such substitution is necessary for bare survival.

HOW CAN PARENTS be certain that they are allowing their children the fullest possible development? First of all, fathers and mothers need to become aware of these naive, hereditary urges that so often mislead them. These tendencies, being quite automatic, work quietly, persistently, unnoticed; their main value lies in the fact that they do work in that way; they are like acquired habits in this respect. But, like habits, they need regular inspection and occasional redirection in order to make them most efficient in meeting the situations of an ever-changing environment. Native tendencies need such redirection more than habits do; they are more formidable in their influence and, having been formed biological eons ago, they are less likely to function smoothly in present situations. Out of innumerable possible tendencies, nature, by experience, has selected relatively few to perpetuate in our race; these few are comparatively simple in composition, direct in action, insistent in drive, and more adapted to the past of which they were born than to the present. In fact, the fundamental assumption in the philosophy of American education is that such tendencies exist, but that they can and ought to be redirected.

These urges ought not to be eradicated even if they could be; the sum total of our life drives is none too great, and we must utilize them all. When our conservative, static, relatively simple biological tendencies fit imperfectly into an increasingly complex environment, we must not stifle the tendencies; we must redirect them, reorganize them in the light of immediate and specific situations.

The first step, then, is to fix our attention on these urges; the second is to decide on the quality of the redirection as determined by the goals we are striving toward. These three goals are: (1) to encourage and accelerate the unfolding of the new personality, (2) to keep pace with such development as occurs, and (3) to encourage the gradual substitution of self control for external control of action. A consideration of our

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natural tendencies in conjunction with these goals will easily suggest modes of action. Our tender-emotion complex will not lapse into "pity parties," or hedge our child about with such restrictions and protections that there will be danger of his always remaining a baby in need of a baby's attentions. Our tendency to dominate will discover its selfish possibilities and be changed into guidance and comradely association as soon as the opportunity appears; we shall see the peril of accentuating the child's tendency to subordinate himself, and encourage, instead of discouraging, initiative and originality; we shall foster mental and social situations in which he will have increasing personal control of situations and of himself; mischievous activities and curiosity which may crop up in our children will not be "squelched" but studied as possible raw material for building genuine worthy interests. Our pride in parenthood will secure its satisfaction not in the child as he is but in the child as he is going to be; we shall not be content with what the child does, but shall continually expect him to do more; we shall not boast of his precocity, but plan means for continuous development of whatever he has. As a result of such a mode of behavior toward our children, we shall expect change, we shall desire more change, and shall, therefore, not be blind to the fact of change itself nor caught unaware by the advance of maturity. The satisfactions that come from such redirected tendencies on the part of parents are at least as great as those linked up with the original urges, they are surer to come in this new world, but they must be arranged for consciously; it is the very fact that they are the results of purposed action instead of blindly instinctive action that makes them the more pleasurable.

Besides, such a conscious, purposeful study of our children will so educate us in the character of change, in its gradualness and in its susceptibility to guidance that our entire attitude toward our children will tend to be that of a specialist's interest with enough appeal to our intelligence, with enough challenge to our resources, and with enough promise of success, to keep us alertly on the job.

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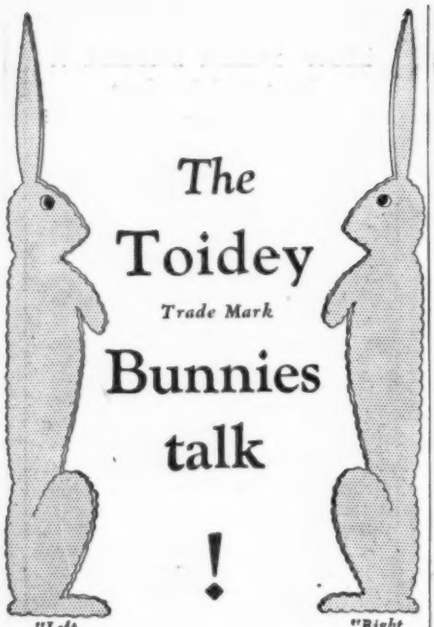

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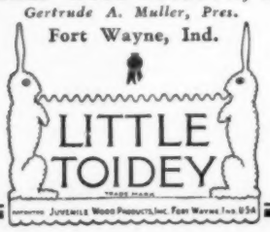

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For Parent-Teacher Associations, Mothers' Clubs, Child Study Groups, Churches, etc.

PROGRAM for DISCUSSION at Your Next Meeting

PREPARED BY THE CHILD STUDY ASSOCIATION OF AMERICA

THE FOLLOWING outline for study is based on the article "Growing Up," by E. C. Cline, in this issue.

How to Use This Program

Appoint a leader who will first read aloud the article on page 13. The leader should then present for discussion the various questions given below. She will next request various members of the group to take up, one by one, the Problems for Discussion. At the close of the meeting it will be found helpful for the leader to read the summary of the main points made in the article. In advance of the meeting, the various book and pamphlet references should be assigned to members of the group who will report on them at the meeting.

Questions Based on the Article

(1) Are parents always the best judges (a) of their children's needs? (b) of their children's capabilities? (c) of their children's limitations?

(2) Is it normal (a) to welcome change? (b) to anticipate change? (c) to resist change?

Illustrate and discuss the following:

(3) Does the degree of emotional tension which a child experiences at adolescence depend upon the parents' attitude toward the child?

(4) At what stage should external control of the child by the parent merge into self-control?

(5) Is it possible to accelerate a child's growing up to his own detriment?

(6) How can one judge whether the attitude of the home is a wholesome one?

Points to Keep in Mind

(1) Maturity is not a single, dramatic factor, but represents the child's degree of "grown-upness" at any age.

(2) Adolescence is a slow, gradual process which only becomes sudden and dramatic at times of stress and tension.

(3) The wise parent anticipates approaching change, and helps the child grow up by treating him in accordance with his development.

(4) The normal desire of every person to dominate others makes many parents unwilling to allow their children to grow into independence of thought and action.

(5) Many an adolescent's revolt is the culmination of a long series of minor difficulties that may have gone unnoticed.

(6) Parents fail to relinquish their hold on growing children because (a) they consider the child their possession; (b) they wish to protect the child from mistakes and harm.

Problems for Discussion

(1) Betty's mother was heartbroken because she had always longed for a cuddly baby and from the very first Betty had insisted upon being independent. The mother was constantly trying to keep her a baby, with very little success. How should this mother adjust her attitude?

(2) John's nurse took great pleasure in doing as much as possible for him. She was considered an ideal helper. But when she left, at the time the boy was seven, his dependence and helplessness became very noticeable and it took a long time for him to grow up to the point that other seven-year-olds had reached.

(3) Mr. and Mrs. Smith had been married many years before their baby was born. They thought he was the most remarkable child in the world and were constantly amazed at his unusual intelligence but were so afraid of over-stimulating him that they would not let him grow up. Is it possible to over-stimulate a child intellectually? emotionally?

(4) Mrs. Baker left her home in the entire charge of her twelve-year-old daughter when she went on a two weeks' visit to her sister in another city. The child planned the meals, did the ordering and kept the accounts, and even helped with some of the actual work. What does this prove about the child's early training? Is this degree of responsibility too great for any twelve-year-old child?

(5) Billy's mother cannot bear to see him grow up. She delayed cutting his curls off, putting on boy's suits and sending him to school. Each time she suffered real agony. In what ways could this attitude be harmful to the child?

References

THE PSYCHOLOGY OF THE ADOLESCENT, by Leta S. Hollingworth. *Appleton.* $2.50.

INTELLIGENT PARENTHOOD; Proceedings of Mid-West Conference, March, 1926. *Chicago Assn. for Child Study and Parent Education. University of Chicago Press.* Paper, $1.00; cloth, $2.00.

WHEN IS A CHILD GROWN UP? March 1930 issue *Child Study Magazine. 509 West 121st St., New York City.* 15 cents.

MENTAL HYGIENE PROBLEMS OF NORMAL ADOLESCENCE, by Jessie Taft. *The National Committee for Mental Hygiene, Inc., 370 Seventh Ave., N. Y. C.* 15 cents.

PERSONALITY AND SOCIAL ADJUSTMENT, by E. R. Groves. *Longmans, Green.* $1.40.

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What a P.T.A. Can Do

(*Continued from page* 54)

IN OUR CITY OF ABOUT 65,000 we have a very cosmopolitan citizenry, as one might expect to find in any manufacturing center. We find that about thirty per cent of our parents change each year owing to economic conditions. With such a large turnover in families, we feel the greatest work our P. T. A. can do is to help assimilate our new blood and weld them into the school spirit. We have found the best way to keep parents acquainted with each other and to know the homes from which many associates of their children come is to have parents work together for some definite goal.

Our P. T. A. meets one afternoon each month in our school gymnasium. For the past two years we have used the programs as outlined in THE PARENTS' MAGAZINE with excellent results. We find parents greatly interested in and discussing, with growing freedom, the problems thus presented. We always follow our program with a social hour, during which refreshments are served and games played.

During the past years our P. T. A. has attempted some big thing each year for the school. The object for which they work is determined after a talk with the principal.

One year we raised money and bought a piano for the gymnasium. Another year the mothers gave a home-talent play to secure the money necessary to purchase new maps for the school. This same year the needy underweight children were given milk through money collected in our monthly P. T. A. study meetings.

Again when the school band was organized we needed a brass horn, a large drum and a baritone. These instruments were purchased by our P. T. A. from money earned from two parties and a community dance attended by parents with their children.

Last year the parents provided rugs for the kindergarten, collecting the necessary number of pounds of old woolen clothes to assist in making these rugs. The house-to-house canvass netted good results in establishing friendly contact between parents and school as well as in securing the desired pounds.

AT LEAST ONCE each year we have an evening meeting, so fathers may know more of our work. Last year our school band played at this meeting and was so enthusiastically received that the parents voluntarily took up a collection and purchased a melliphone for the band.

Another year our P. T. A. gave monthly noonday luncheons. These luncheons were given by different committees who provided the food and charged a minimum price per plate. Parents and teachers enjoyed a social time as well as a good luncheon and some money was realized from each luncheon for the treasury.

Our P. T. A. is always quick to respond to any need of the school and though all our patrons are possessed of but moderate means, they give freely of their time and talents for the welfare of their children.—*B. M. N., Hammond, Indiana.*

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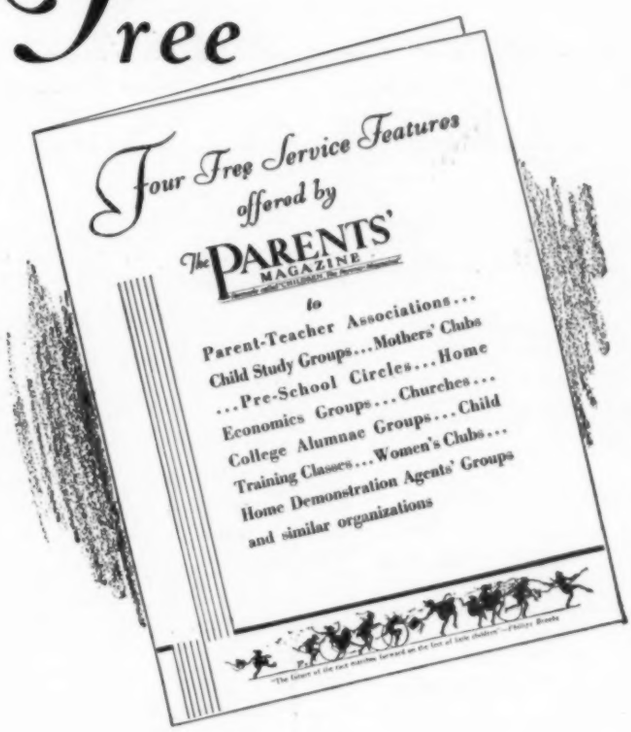

to Group Leaders

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In passing on products to be advertised and the claims made for them in advertisements, THE PARENTS' MAGAZINE has the counsel of its editors and advisory editors, and other leading experts in the field of health, nutrition, household equipment, toys, clothing, etc.

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October Issue

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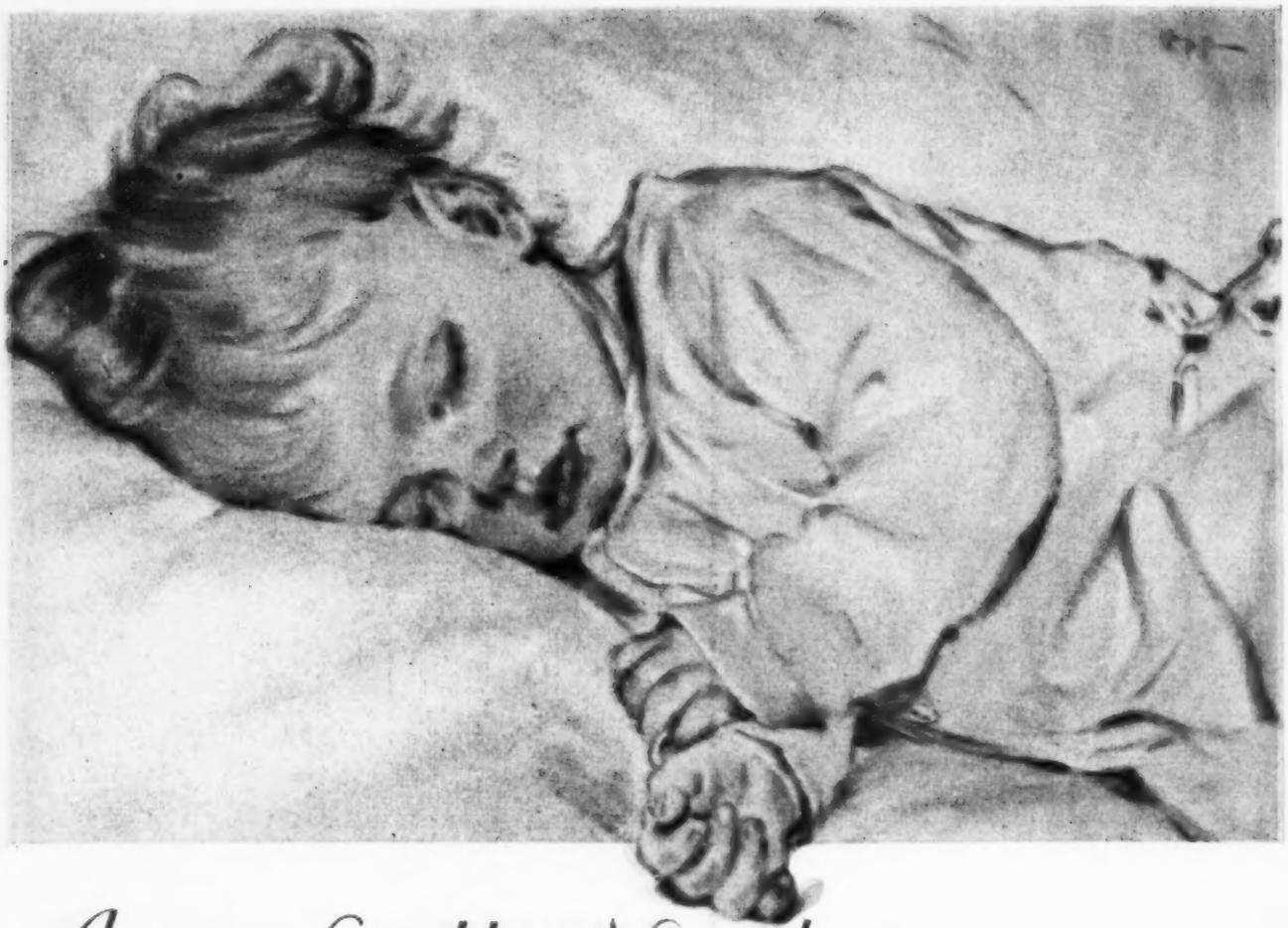

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